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THE CHILDREN'S LIBRARY

A PRACTICAL MANUAL FOR PUBLIC, SCHOOL, AND HOME LIBRARIES

By

W. C. BERWICK SAYERS

FELLOW AND DIPLOMATE OF THE LIBRARY ASSOCIATION
SUB-LIBRARIAN OF THE CROYDON PUBLIC LIBRARIES
PRESIDENT OF THE LIBRARY ASSISTANTS' ASSOCIATION, 1909-12
FORMERLY EDITOR OF "THE LIBRARY ASSISTANT"

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TO

MY LOYAL AND ENTHUSIASTIC FRIENDS

THE COUNCIL OF THE

LIBRARY ASSISTANTS' ASSOCIATION

PREFACE

The brief chapters that follow may find their excuse in the fact that while articles almost innumerable on library work with children have appeared in library and other periodicals here and in America, no work has yet appeared in either country which attempts to systematise this fugitive information. I have long thought that a brief manual connecting the various methods would not be without its uses to those who are concerned as parents, teachers, or librarians with the reading of the young, and as no one better qualified has undertaken the task, I have presumed to write this little work. In the earlier chapters I have dealt with matters which should be known by all who conduct libraries whether in the school or the home; and in these I have endeavoured to avoid the special phraseology of the professional librarian. The later chapters describe practically all the methods in use in public libraries for catering for children. The whole work, however, is connected, and the non-librarian may, and I hope will, find it worth while to read it as a whole.

I had intended to prefix a chapter dealing with the history of the child's book; but when I came to marshal my materials, I found it was impossible to produce anything like a readable and satisfactory sketch within the limits I had proposed to myself. The omission does not matter greatly, as the ground has been covered with scholarship and thoroughness by Mrs. E. M. Field's *The Child and His Book* (Wells Gardner), and W. T. Field's

Finger-Posts to Children's Reading (M'Clurg, Chicago). Readers who desire to pursue this fascinating subject will find that acquaintance with these books will well repay them.

Small as this work is, it has involved much reading. My authorities are given in the select bibliography at the end of the book; and I ought specially to mention the suggestive and inspiring papers by Mr. John Ballinger, M.A., the National Librarian of Wales, who, when Librarian of Cardiff, was the pioneer of work for children in the public libraries on this side of the Atlantic.

I have to express my gratitude for help and suggestions to Miss F. M. Entwistle, formerly in charge of the School Libraries at Croydon, for giving me the benefit of her knowledge as teacher and librarian, and for revising the list of best books; to Miss Olive E. Clarke, who has willingly helped me from her experience in the excellent children's rooms at the Islington Public Libraries; to Mr. John Warner, the librarian-in-charge of the Croydon Reference Library, who has kindly revised my list of reference books; and I must express my indebtedness to Mr. L. Stanley Jast, the chief librarian of Croydon, for permission to describe many methods which are of his devising.

The Code of Cataloguing Rules is a free revision of a code published by Mr. James D. Stewart and myself in *The Library Association Record* in 1905, and the chapter on Lectures has been rewritten from an article contributed two years ago to *The Library World*.

W. C. BERWICK SAYERS.

The Central Library,
Town Hall, Croydon.

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THE CHILDREN'S LIBRARY

CHAPTER I

THE ESSENTIALS OF CHILDREN'S BOOKS

It may be well at the outset to consider a few essentials of the successful juvenile book: using the word successful in the sense of its ability to attract and interest, to promote the higher life of the child, and to direct him to good citizenship. The characteristics of a book are the natural one of literary standard, and the accidental one of physical form; and in different ways each is equally important. Undoubtedly the best criticism of any given children's book is the collective verdict of its young readers. A careful adding up of the opinions of children about different kinds of books leads to some distinct conclusions. These conclusions must not be taken without deduction, because children have not always the opportunity of forming them in regard to good books, but even in regard to books that we are inclined to designate bad or of a lower order which are eagerly read by children, the young readers have sound,

though not always conscious or articulate reasons upon which to found their likes or dislikes. Given, therefore, that a book placed into the child's hands is of an approved literary and artistic standard, the opinion of a number of children will quickly decide its success or failure. The primary characteristics of the book in favour are simplicity and directness, well-defined scenes, restraint in description, rapidity in narrative. We are considering primarily the juvenile work of fiction. The child has a many-hued imagination of considerable constructive power, a fact evident to any one who has watched a child playing with a doll improvised out of a bit of wood, only very approximately shaped, and a rag, and surrounding it with as much romance as could encircle any well-dressed doll of a wealthy child. Such an imagination creates much of the atmosphere of a story, and simple suggestions of scenes are far more effective than minutely detailed descriptions. Lady Paget, in some gracious recollections of her childhood more than fifty years ago, tells us that at a little after seven years of age she and other girls fell rapaciously on Scott, Dickens, Cooper, and Harriet Beecher Stowe. Observation leads us to believe that such taste is not usual to-day; although Scott and Cooper are, as regards about half a dozen of the former and perhaps two of the latter, still read by children from ten to twelve years of age, the average modern child is repelled by the minutiæ of these writers, who describe every blade of grass in tourney,

field, or forest and leave nothing to the skilful fancy of the reader. While these authors should be included in every library for the sake of the unusual child who will read them, the demand for their works must naturally be expected to remain a small one. The most successful children's stories will be found to be apt in glozing over scenic and similar features, in suggesting rather than in presenting details.

Orthodox opinion is that many a child has been led into vicious habits and depraved courses by the low type of fiction commonly known as the penny dreadful; but dissentients, and brilliant ones, from this view are not wanting. We have heard a high-minded public man declare that as a boy he read all he could lay his hands upon, and that every boy worth his salt did the same—the evil, if any, passed over his head; and Ruskin has affirmed that infinitely more harm is done by bad history, or philosophy, or science, than by the worst type of fiction. We do not attempt to defend the penny dreadful more than to say that, generally speaking, it deals with adventures of a broad, harmless type; but we condemn it on the grounds of its lack of beauty, its want of the finer qualities of wit or humour. The harm done by this type of book is to the æsthetic and physical rather than to the moral sensibilities, although sight must not be lost of the interaction of these. It is almost invariably badly illustrated, garish in colour, rude in detail; the type is usually small, offensive and injurious to the eyes. The

child feels no respect for the book as a book. Moreover, the most successful boys' book of this kind has a broad, farcical humour depending upon horse-play, and practical joking of a kind that would be intolerable if translated into action. We do not believe that boys are often influenced to action by these books, but they secretly admire, and such humour destroys, or at any rate blunts, the sensitiveness to the finer forms of humour which is one of the best intellectual possessions of man. In these respects the book is actively harmful, but it is also passively so in that it presents no strength or beauty in itself to the mind of the child. Every book that is not beautiful is to an extent harmful to children.

The positive attraction of the penny dreadful for the average healthy-minded child lies in the quality we have already premised in the successful book, rapidity of action. Usually it is deficient in descriptions of scenery—a fact for which the child is deeply thankful—it moves from thrilling scene to thrilling scene with unstaying speed; and, above all, the scenes are dominated by a glorious hero of enviable courage, resource, and intrepidity, who circumvents the villain, slays the cougar, and routs single-handed a score of tomahawk-brandishing redskins in a single afternoon. The heroic is peculiarly the adoration of childhood; great men, great deeds, great fights of all kinds receive the perennial homage of the young, and a story without this quality will rarely receive the suffrages of children. This leads to

the conclusion, which is supported by experience, that the child does not appreciate the modern more or less psychological story of childhood. Close delineations of the child, his modes of thought, and their effects in action, which approximate to perfection in the delightful books of Kenneth Grahame, *The Golden Age* and *Dream Days*, have much fascination for adult readers who care for children, but are neglected by the children themselves; the necessary heroic and the necesary action are lacking.

It is only in recent years that real efforts have been made to provide healthy interesting books for girls. Deportment and the cloistered virtues seem to be the prevailing notes of earlier books devoted to them, and doubtless they were read as seldom as possible by the people for whom they were intended. It is certainly true that until about fourteen years of age the girl prefers the book written primarily for her brother to the generality of specifically girls' books. It must be said, too, that the writers for girls who even approximate to the level of the writers of boys' books are few still, although some good school stories have been written of late years. Librarians discover that the girl develops her reading tastes much more rapidly than the boy; the miss who found fairies fascinating at nine years of age, revels in the school or adventure story at twelve, and is deep in the love romance soon after fourteen; while the boy has generally the profoundest distaste for the last-named type of literature until

at least two or three years later. Older girls often show a curious desire for sad books, and seem to enjoy sentimental sorrows, but it is certainly questionable whether such a taste is to be encouraged.

It must be borne in mind that children are as various in their tastes as are their grown-up friends; and it is especially important to realise the mental difference that a few years in age make in children, so that a book entirely to the taste of a boy of seven may be utterly too juvenile for his brother of nine. Little children are difficult to cater for; they appreciate large picture books not overburdened with text, rhyming and prose fables of the doings of animals, and the simpler fairy tales which do not involve sorrow or killing are in favour with them. Older children, as we have already indicated, prefer Indian stories, boy-hero stories, adventure stories, school stories, athletic stories, and detective stories, in approximately this order of favour. "Funny stories," remarks a librarian of considerable experience, "are enjoyed by all children, but older boys ask for them especially. They do not want refined humour, but rather crude jokes, fun in real life, and pure mischief." This question of humour we have already touched upon. What is and what is not humorous in the sight of the child is a problem for all who deal with children. Too often, we fear, mirth of a vulgar description, the ugliness incident to human deformity and misfortune, and the merely grotesque serve them; and it is one of the duties incumbent

upon those who provide them with books to demand a certain refinement in the humour provided. A further delicate point is the difference in the power of appreciation exhibited, either naturally or as the result of training or the want of it, by children of the same age. Children fortunate in their home surroundings find little difficulty in appreciating Kipling's *Jungle Book*, or, a little later, Lewis Carroll's *Adventures of Alice in Wonderland*, but children of the same age in less happy circumstances regard them with indifference or want of comprehension.

A question of a rather serious nature is the age at which children should be permitted to read the more virile books written for adults. Many of these deal with matters which can scarcely be regarded as suitable for children; but there is little need for apprehension in the matter. If a child has access to a large library he will readily discover the books most desirable for himself, and, as in the majority of cases with the penny dreadful, the evil passes him by. Indeed, Ruskin's opinion that no noble child has ever been injured by a work of fiction may be accepted with very little qualification; and we have known children to read books which have dealt with the most difficult problems of life, and to rise from them completely oblivious of the nature of the scenes which are so patent to the older readers. The innocence of the child is his main safeguard against evil here as everywhere, and there is much to be said for the point of view that the child

who receives harm from a book of this character has already become unwholesomely wise from other sources ; the evil is already done. Recognising all this, however, it is undoubtedly true that any vicious tendency in childhood may be kept alive by unsuitable books, and it is wise to exclude any book about which reasonable doubt is felt. The matter has been complicated by the action of some publishers who in recent years have provided excerpts from, or adaptations of, adult books, for children's reading. The parts are often admirable for children, but they usually create a taste for the work from which they are derived which it may not always be wise to satisfy. The conclusion of the whole matter is that few books of unsuitable character make any real appeal to young readers.

In the production of works other than fiction for children our American cousins are well in advance of ourselves, no doubt owing to the fact that practically every public library has a large and comparatively well-financed and staffed children's library as one of its departments. In England "children's book" is practically synonymous still with "tale book," although since the profoundly uninteresting *Eyes and no Eyes, or the Art of Seeing*, attempts have been made to provide the literature of knowledge for young readers. Admirable series are being published to-day by Messrs. Harrap, Jack, Nelson, Seeley, and other enterprising publishers, but there is still a large field for the good writer of biography, history, travel, and

especially of the sciences and industries, for children in England. Mr. C. R. L. Fletcher wrote, for example, a book of a highly desirable type in his *Introductory History of England*, a work which in the second and following volumes unfortunately became a book for adults. Natural history has been vitalised for children by the brothers Kearton, by Mr. Percival Westell, and others. Adaptations of stories from English and other romantic literatures have been plentiful of late, as have admirable collections of poetry. But it is curious that even since Wordsworth there has been a marked lack of original poetry for the young. It is important, in securing non-fiction, that only books from competent and conscientious writers, with accurate and well-produced illustrations, should be considered, as it is unfortunately true that many so-called serious works for children are mere productions of paste and scissors, bolstered up by attractive covers and striking illustrations.

There are books that children instinctively dislike. These may be enumerated briefly as the sermonising book, written by the author who desires to improve every occasion; the work with too pronounced a theological flavour and an obvious moral purpose (so much, indeed, that many children regard story books written by clergymen and ministers with suspicion); allegories of scriptural subjects and impersonations of abstract things; and the story of the saintly consumptive boy who never does or even thinks mischief, and who is rewarded for his goodness

by dying young. The average young mind is healthy, bright, and reaching forward to life eagerly, and books involving the evil, the suffering, and death in the world, are repellent and offensive. Children love verisimilitude, too; even in fairy tales they are critical of the too improbable things, and as they approach their teens their powers of toleration decrease.

The physical side of books is worthy of as much care as the literary side. As we have said, the ugly book is an offence against childhood, and distinct standards are desirable in regard to the printing, illustration, and binding of books. The question of printing is a hygienic one of considerable importance. It is probably true that the average of eyesight has declined in spite of medical supervision and inspection, a fact no doubt traceable to the reading of too small or relatively illegible type in books. It is desirable that every book placed in the hands of children should have reasonably large type, thrown into bright relief by white paper, and pages with ornamental borders and similar distractions are of doubtful value and may be harmful. Cheap books, printed on papers having a high percentage of straw or wood-fibre in their composition, are an economy of the falsest description. No child's book should in any circumstances be printed in type smaller than that used in the present volume. Care should be taken, too, in buying books that have been printed from larger types that have been electrotyped or stereotyped; it too frequently

happens that the plates from which large and repeated impressions have been made are worn, and the uneven inking which results is irritating and injurious to the eyes. Heavily loaded art papers, besides being objectionable from the point of view of wear, have reflecting surfaces that produce bad effects. The wearing qualities of papers are gravely open to criticism. Art papers in particular have a distressingly brief existence; a spot of water injures them irreparably; and the least exposure to damp, to too great heat, or even to the natural warmth of the hands, is soon visible, and the damage cannot be remedied. Their use for children's books is thoroughly bad. Papers with a high percentage of linen rag are the best, and are too rarely used. Featherweight papers have nothing but their lightness to recommend them, as they tear away from the sewing and are difficult to rebind.

The question of the paper of books is inseparably connected with that of binding. Children are notoriously hard on books, and strong durable bindings are desirable; but such are impossible where fragile, indifferent papers are used; and it is unfortunately true that nearly all modern book papers are rubbish, and break away from their cases with comparatively little handling. It would be well if book-buyers could make publishers realise that loaded or spongy papers are never to be used, that what is known as a 70 pound, 24 by 36, paper, folded with the grain, is wanted; and that illustrations should be on

tough paper with a sufficient margin on the inside to permit of their being folded round the preceding section of the book. At the same time the book-buyer must realise that this extra durability can only be obtained at an extra cost ; but this will be small, and will be far outweighed by the advantages of long life and wearing qualities.

The illustration of books has progressed in recent years, and pictures of much beauty by accomplished artists are to be found in the better class of books. Coloured illustrations, made possible by the gradual perfecting of the three-colour process, adorn works of fiction as well as non-fiction. The process, however, is still imperfect, and although the highest workmanship in this direction approaches to the colours of Nature, in many instances such workmanship is conspicuously absent. Of course this may be due to the crude colours of an incompetent artist, but it is also due to the fact that the three colours as used in this work are not the perfect primaries they are supposed to be. Garish plates are undesirable, as are plates out of register—that is to say, those in which the three impressions necessary in the colour process have not been exactly superimposed. It is questionable whether the majority of plain illustrations are not as a rule to be preferred to coloured ones ; but in any case cheap work of a high standard is rare, and any child's book which has indifferent illustrations should be rejected.

Children love bright colours and readily mistake

the gaudy for the beautiful—a fact that has been recognised by the publishers of cheap books, who turn out brilliantly coloured bindings adorned with cheap gold or cheaper metal alloys. The best publishers, however, produce attractive children's books in tasteful bindings, and these can be easily recognised and preferred. The old-time book was laboriously sewn by hand and had great strength and durability. To-day nearly all books are folded, sewn, and cased by machinery, and while the appearance of the book has improved, its strength has largely disappeared. It is useless to advocate hand work, as this costs many times as much as machine work, and indeed machine work has improved and is capable of producing books of the requisite strength, providing publishers are encouraged to produce them. Great improvements would result if book-buyers were willing to spend an average of sixpence a volume more for their books. The defects of modern binding lie in the folding, books being very often in sections of sixty-four pages rather than of sixteen; in the sewing, for which inferior thread and as few stitches as possible are used; in the connexion between the book and its case, which is usually of mull rather than of tapes upon which the book has been sewn; and in the insertion of plates, which are tipped in with paste, by their edges, and not, as they should be, folded round the last signature, or mounted on linen or tough paper guards, and the guards folded round the signature. The American Library Association and the Library

Association are each endeavouring to persuade publishers to produce books in special materials for library use, and the result, so far as England is concerned, has been the publication of a special "Library" edition of certain volumes of "Everyman's Library" by Messrs. Dent & Co., the issue of a series of novels in a "reinforced" binding by Messrs. Nelson & Co., and a large number of children's books by Messrs. Henry Frowde and Hodder & Stoughton, who have combined for this purpose. These last-named books are bound in pigskin, morocco, or Bancroft's legal buckram from the sheets; the larger books are sewn by hand, the smaller by machine, all-along on four, and where necessary five, tapes; the first and last sections are lined in their folds with jaconet; the illustrations are guarded with jaconet round the adjoining signature and sewn through; the end papers are made with linen joints; the signatures at each end have French joints; the boards are mill-board and the corners are blunted; acid-free leathers only are used; and, as a variant from legal buckram, the excellent washable Winterbottom Imperial cloth is used. This is the best binding for library books which has yet been put forth by any British publisher.

CHAPTER II

SCHOOL AND HOME LIBRARIES

UNDEFINED and unexpressed there is at the back of the Anglo-Saxon mind a feeling that libraries are a luxury. The feeling is gradually being eliminated, but even among those who have the control of the education of children, and who are perfecting year by year the mechanism of teaching, the immediate means, there is often a neglect of or a failure to recognise the value of the book which is not one of direct instruction. Hence, although collections of books have become common in the school, the club, and the home, they are looked upon too often as recreative merely, not as an active force in education, in the effort towards self-realisation, which is the chief business of teacher and librarian alike in their relation to children. The fault does not necessarily lie with the teacher ; it is unfortunately true that the average school has very restricted funds, and rarely any that can be devoted to library purposes. This is the more regrettable in view of the fact that the large classes which are only too common in almost every grade of school, and are more obvious in public

elementary schools, preclude almost entirely the teacher from giving individual attention to the children. The cardinal and only satisfactory remedy for large classes lies, of course, in a more sympathetic regard for the teacher's work, and an increase in teachers which can only come from an increasing financial recognition of education by the people ; but one powerful factor in developing the individual character of children is to place the means of their own self-education—a carefully chosen library—within their reach. It is surprising that the average educational treatise makes little or no reference to libraries. " It is most desirable," says a recent esteemed writer on the high school education of girls, " to have a separate comfortable room for a library, which may well be beautiful if funds allow. It should not be either the sixth-form room or the head mistress's room." And the subject is dismissed with a few words which seem to show the relative unimportance of this indispensable auxiliary of the school. Yet Herbart, Ruskin, Matthew Arnold, and many of the supreme educators have insisted upon the necessity of the reading of great literature by children in their most impressionable years ; and it is tolerably certain that the average school hours do not permit of the reading of more than one or two masterpieces in class during a year. Herein, perhaps, lies the distinction between the great public schools, Eton, Rugby, Harrow, Winchester, Charterhouse, Westminster, and the like, all of which have richly furnished and housed libraries,

and the lesser schools where the library is passively recognised. France, although far behind this country in the provision of public or municipal libraries, is far in advance in the provision of school libraries. Since 1860 all public primary schools have been furnished with "a lending library for scholars, adults, and families," part of the cost of which is borne by the municipalities, and the greater part by the Government under the Minister of Public Instruction, who has a committee for the purpose of compiling lists of recommended books. Although the sums contributed by the municipalities and the Government are insufficient, in 1902 there were 43,411 such libraries, possessing 6,978,503 books, which were issued 8,082,936 times for home reading. In America practically every school has its library, and the comparatively generous finances accorded to the public libraries make it possible for the latter to supplement them by sending books in large numbers to the schools, which are changed at frequent intervals. Attempts are being made by the co-operation of public education authorities and public libraries to secure similar results in English primary schools, and wherever tried the experiments have been successful beyond all anticipation, despite the meagre funds usually available. We deal with these experiments more fully in a later chapter on Municipal School Libraries.

The word "library" is elastic, and may mean a shelf of half-a-dozen works, or a collection of millions of volumes such as the British Museum

or Bibliothèque Nationale. The library in the school will probably commence with a few hundred volumes, and even in so small a collection it is well to have a systematic arrangement, a competent catalogue, and to give it such supervision as will ensure for the books the longest life and greatest serviceableness. In the words of Miss S. A. Burstall, already quoted, the best school library is one occupying "a separate comfortable room"; and where this is possible care should be taken to choose a room that is in a quiet part of the building, is lofty, and has good natural light, but receiving not too much direct sunlight, as this is deleterious to books.

In planning the room the following points may be borne in mind :—

1. Arrange the reading tables to receive a maximum of light equally on all parts of their surface. This is not so simple a matter as it seems, and it is easy to arrange tables in such a manner that one student sits in another's light.

2. Leave sufficient passage space between tables to permit of readers passing through without disturbing other readers.

3. Bookshelves are probably best arranged round the walls in rooms where the lighting is mainly or entirely from one side of the room. Where there are top lights it will be possible to arrange them into alcoves or at right angles to the walls.

4. Blinds of light texture should be provided to exclude direct sunlight.

5. Heating is best by radiators or hot-water pipes. Open fires are injurious to books.

6. The best lighting is electric light. Gas fumes injure leather bindings.

It is advisable that children should be allowed access to the shelves, as the greatest good a library can do for a child is to present him unexpectedly with one or more of the treasures of literature; and such he will best find for himself by searching the shelves. The shelves should, therefore, be well within reach and in no case higher than 6½ feet to the top of the bookcase.

The books should be carefully classified on some systematic scheme, as described in Chapter IV., and catalogued as described in Chapter III.

The library will serve the purposes of reference library, study, and lending library. It may contain a series of reference works such as we recommend in Chapter VII. If it is impossible to supply all the works there mentioned, those marked with an asterisk should at least be available. The general stock of the library should be of the best works in all departments of literature, always chosen with a view to their style and the value of their contribution to the subject. The mistake should not be made of confining the collection to children's books; the best books for adults are often quite suitable for children.

The room should be equipped with writing-tables a little secluded from the others, at which writing studies may be pursued in connection with the books; and if pencils, compasses, rulers,

erasers, and similar auxiliaries of study can be made available, they will be found to have a distinct purpose.

The control of the room should be vested in one person who may well be a teacher who has time placed at his disposal for the many details of the work. No doubt the school prefects and monitors can be requisitioned in some parts of it and in enforcing the few rules it will be desirable to make to secure the quiet and order necessary if the purpose of the library is to be achieved. School authorities would do well to recognise the care of the library as part of the official work of the teacher, for which he or she receives time and just recompense.

One important function of the school librarian is to weed out obsolete works. With the exception of works of pure literature, fine art, music, and biography, nearly every class of book becomes obsolete ten years after publication. The whole stock should, therefore, be examined periodically with a view to excluding such works. The harm which may be done by misleading or superseded histories, geographies, and especially works of science, cannot be estimated. At the same time it is well to remember that the age of a book is only one factor in its value or otherwise ; works that are of epoch-making importance in whatever branch of knowledge may well be retained.

The lending of books for use in other rooms of the school and for home use should naturally be restricted to works which are not of a reference

character, and should be for a definite period. A fortnight is a suitable period, but the issue should be renewable at the discretion of the librarian. For large school libraries economy of time and the best results will be attained by the use of the card-charging method, described on page 94, for the issue of books.

Every school library should be equipped with large celestial and terrestrial globes; these are of frequent service in connexion with books, and are more easily consulted and more accurate than atlases. And, if it be possible, a few book treasures should be obtained, such as examples of beautifully printed and illustrated books, and specimens of the achievements of the bookbinder's art.

The Sunday-School library is the Cinderella among libraries. Our memories of such libraries are a dingy bookcase in a classroom in which is stored a collection of ill-assorted books, clothed in dingy grey cloth or dingier brown paper covers, each bearing a draper's tag with a number on it which apparently indicates nothing of the arrangement of the books. Usually no one in particular is responsible for the library, and a Sunday-School teacher who happens to be available at the moment the service of library is wanted, undertakes the issue of books. Such libraries could, with a little organisation on right principles, be made of great service. Too often they are the necessary result of private generosity, a depository for books for which their owners have no further use. Naturally the majority of such books are

quite unsuited to the purposes of the library. Again, false ideas of book values too often prevail. The objectionable books mentioned in our last chapter, "with a distinct religious tendency," the spurious piety which is the excuse for love-making, and describes prayers and kisses alternately; the horrible stories in which a fatal boating accident which would be a lamentable tragedy on Monday is unctuously described as a judgment of God for Sabbath-breaking because it occurs on Sunday; unhealthy stories of early death; tracts of the horrors of drink, and similar supposed pious works, have been too frequent in them. Such collections are not only useless for achieving the purposes of libraries, but may be actually harmful; healthy children have no love for such books, and a collection of them is liable to create a distaste for libraries altogether.

Religious works should, of course, come within the scope of the Sunday-School library, but they should be frankly such; good versions of Bible stories such as Mrs. Toulmin Smith's *Stories from the Old, Old Bible*; good allegories, good Bible commentaries, histories, atlases, geographies; in fact, the best simple reference books on the Bible and the Christian faith are to be sought and are valuable. But it is well to remember that every good children's story is necessarily a moral story, that the book which teaches by noble example rather than by precept will best show children the beauty and advisability of goodness, courage, kindness, honesty, and purity. Every work we

mention in Chapter XVI. is suitable for Sunday-School use.

It should be possible in any religious congregation to discover some one person who will find privilege and pleasure in managing the library. Such a librarian should seek the aid of the public librarian of the town, who is generally only too willing to assist such libraries in the choice of books, in advising the best method for their conservation, and, in some cases, by lending actual books for recirculation in the Sunday-School library. The undertaking is one worthy of serious thought. Books should be definitely arranged by subject; they should be issued, if the collection is small, by the "issue-sheet" method described on pages 95 and 120. Above all things, they should be examined thoroughly at frequent intervals; loose leaves should be replaced at once, and damaged ones repaired. Gifts of all kinds should be scrutinised with care, and only suitable books should be retained. A reading of this book will furnish many hints in the whole scope of the choice, arrangement, and care of the library.

Parents should have serious regard for the home reading of the child. The books lying about in the average home are eagerly read by the children, and these are usually the ones having the greatest influence as they are always with them. It is a great day for a child when he learns to know and love a great work; and it would be well if good editions of *The Pilgrim's Progress, Alice in Wonderland, Robinson Crusoe, Gulliver's Travels,* and

similar classics of child literature were always accessible. Beyond this the child should be encouraged to possess books. A judicious present on each birthday of a beautiful volume will do much to cultivate the senses of beauty and imagination which will be accompanied by the pride of ownership, and a careful regard for the book itself.

CHAPTER III

CATALOGUING

A LIBRARY without a catalogue has been aptly described as a Polyphemus lacking his single organ of vision; and it is true that the best use can only be made of a collection of books when it possesses the two keys of properly constructed catalogue and systematic arrangement. This truth, perfectly apparent in regard to the adult library, particularly the student's or special library, is equally true of the juvenile library.

Catalogues are of several kinds, and are presented in several forms. The most obvious, the printed catalogue, has the simplicity of the book shape to which everybody is accustomed, is portable, and of small bulk. On the other hand, it is expensive in its initial production, is inelastic, and therefore obsolete in a growing library in a very short time, and can only be extended satisfactorily by being reprinted entire. Manuscript catalogues are somewhat difficult to use, but they are comparatively inexpensive, and can be annotated fully, and kept up to date without much

trouble. Three forms have a vogue—the slip catalogue pasted in guard books, the sheaf catalogue, and the card catalogue. The slip catalogue is the cheapest and the least satisfactory, although it has been known to answer its purpose, and is much better than no catalogue at all. It consists of entries written on slips of paper which are pasted down in order in a guard-book, spaces being left for the insertion of new entries. The difficulty is in estimating the spaces to be left, and it nearly always happens that additions overrun them, and must be inserted out of order, a proceeding which in time makes confusion of the catalogue. This difficulty can be avoided in the sheaf catalogue, and does not occur at all in the card catalogue. The sheaf consists of a number of sheets of uniform size, held in an expansive cover by means of an adjustable rod worked by a screw key through the back of the cover. Both cover and sheets are made in several sizes, and the average sheaf will accommodate five hundred sheets. A sheet may be given to each book-entry, but this is rarely done; usually three entries are written on each sheet. Additions are made in approximate order, and when any sheet overruns, or the order is likely to confuse the reader, it can be rewritten in exact order, and the run-over carried on to new sheets, which can be inserted in the general sequence without dislocating the order of the catalogue as a whole. Such a catalogue costs in initial materials about twelve shillings for one thousand entries. The

card catalogue consists of cards standing on their edges, each bearing the entry of a single book, and therefore permitting reshuffling and insertion to any degree. Several firms make a speciality of the manufacture of cards, ruled uniformly, if required, to give strict uniformity to the entries. It may be useful to mention Libraco, the Library Bureau, and the Globe-Wernicke Company, as makers of excellent cards. The standard size library card is 5 by 3 inches, and varies in price according to the substance and quality of the card used, from 2s. 6d. to 16s. per thousand, the cheapest being of cartridge and only suitable for mild wear, the next in price being of manilla, which is strong enough for most purposes, and the best is of linen, sheer cut, and of absolute accuracy in ruling, size, and weight. These last considerations are of importance, as very slight variations in size or thickness complicate the use of the catalogue. The cards are kept in trays or drawers of specially made cabinets, and are held in position by an adjustable rod which runs through a hole punched in the centre of the lower part of the card and is locked or screwed into the front of the drawer or tray. They are held at a suitable angle for consultation by an angular block which fits by means of a spring or screw at the back of the cards. These trays or cabinets may be obtained in various forms and sizes. The best are of steel, or oak, mahogany, walnut, or similar expensive woods, and have been brought to great perfection by the firms specialising in them. If possible, a

good cabinet should be obtained, and from one of these expert firms; but if expense is a consideration, cheap cabinets of thin wood, or card covered with strong cloth, can be obtained, and are found to answer if used with reasonable care. In schools where there is a workshop the boys might be set to make the cabinets, but care should be observed in securing accurate size, smoothness, and good finish. The average drawer is 18 inches long and has a capacity for eight hundred cards approximately.

Librarians have devoted much attention to the production of catalogues, and rules exist covering practically all the difficulties in cataloguing books for adults. Scant attention, however, has been devoted to catalogues for the use of children. It has generally been assumed that the parent or teacher chooses the book for the child, or possibly that the young reader is able to follow the intricacies which abound even in the simplest form of catalogue for adults. But in recent years children have wanted catalogues they can use themselves, and several public libraries have produced catalogues to supply the need.

The catalogue of the Carnegie Library of Pittsburg is, perhaps, the most elaborate example of such, while the Juvenile Catalogue of the Finsbury Public Library is probably the best issued in this country. Even these excellent catalogues have not always kept in mind the child as the user of the catalogue; the right books are included in them, of course, but the language

of the entries is that of the adult. It may be premised that the entries of a book should be in the language of the book, for it follows that if the child can understand the one, he can understand the other. Abbreviations and the cabalistic signs of bibliography should be simplified as far as possible. These points have been borne in mind in the simple but comprehensive code of rules subjoined, which we believe will be found applicable to all forms of catalogue.

Rules for Cataloguing and Annotating for Juvenile Readers

Definitions

1. *Entry.*—The entire description of a book given in the catalogue.

2. *Added Entry.*—An additional entry of a book which from its composite character falls into more than one section of the catalogue, and therefore requires an entry under each subject of which it treats.

3. *Description.*—Includes the author, title, imprint, and class-mark; or all parts of the entry except the annotation.

4. *Annotation.*—A note describing the character and scope of a book, for books which have cryptical or misleading titles, or which it is desirable to describe more fully than can

be done by a bald title-entry. It is usually a note added in brackets after the title, or a separate paragraph in smaller type following the description.

5. *Heading.*—The official description of the author, consisting of the author's surname followed by the forenames, and his pseudonyms, etc.

6. *Title.*—The author's principal description of a book, the name of a book.

7. *Sub-Title.*—A secondary or subsidiary name or description of a book appearing on the title-page.

8. *After-Title.*—Includes particulars of editing, translating, special contributions by other writers, etc.

9. *Imprint.*—Includes particulars of volumes, presence of illustrations, maps, plans, etc., date of publication, and series.

10. *Class-Mark or Call-Mark.*—The symbol by which the book is individualised and located ; more properly its classification number, but is indifferently used for its arranging, charging, or other special number.

11. *Cross-Reference or Reference.*—A reference from one subject to an allied subject, or from name to name. For example, when a book is by two authors it is entered under both, when it treats of two or more subjects an added entry for each is desirable, and references from synonymous words are also called cross-references.

General

12. All information must be conveyed in the simplest, clearest, and briefest terms. Remember the catalogue is for children, not for adults.

13. No abbreviations of any kind must be used.

Punctuation

14. Where necessary, alter the author's punctuation to conform to the following rules :—

15. Separate the Surname and Forename by a comma ; *e.g.*—

> Shakespeare, William.

16. Do not enclose the Forename in brackets. Place full point after the Forename.

17. Use a colon, " : " (1) To separate Title and Sub-Title, and (2) to introduce supplementary or explanatory statements ; *e.g.*—

> (1) March, Henry. Out in the Snow : a Year in Klondike.
> (2) Green, Samuel. Boating : a Thames Handbook : with special reference to the River from Putney to Richmond.

18. Use a semicolon, " ; " to separate distinct works when bound together in one volume ; *e.g.*—

> Hodge, Frederick. Rabbit Keeping ; Pigeon Keeping.

19. Put names of ships, etc., and titles contained in titles, within inverted commas.

20. Particulars of translating, editing, and special contributions are separated from the title by a full point, each item forming a separate sentence ; *e.g.*—

> Schwartz, Friedrich. The Hartz Mountains. Translated by Edward Boyce. Edited by William Jones. With a chapter on wild life by Harold Wilson.

21. Use a full point between each imprint item.

22. In all parts of the title replace brackets and dashes by commas.

23. Punctuate the annotation in accordance with the ordinary grammatical rules.

Capitalisation

24. Capitalise all words in the Title except connecting words.

> *Note.* — This capitalisation is suggested on the ground that a title is not an ordinary piece of composition, but, as it were, a sign-post to the book. The more orthodox rule is to use capitals throughout according to the ordinary rules of composition, and this may be followed if thought desirable, although we prefer the rule given.

25. In the After-Title and remaining parts of the entry, capitalise in accordance with ordinary grammatical usage. Note the use of capitals in examples to Rules 17 and 20.

The Entry Word

26. *Author.*—The author is to be understood in the widest sense of the term—(1) The actual writer of the book; (2) The person or authority responsible for its existence. Thus enter a book about a person under the name of the person; *e.g.*—

> Phillips, James. **Edwards, Henry John.** A Critical Study of the Works of James Phillips.

27. Collections edited by a person take the person as author; *e.g.*—

> Dryden, Arthur (*Editor*). Gems of English Prose.

If the collection is from one writer, the writer is treated as author, and the editor receives a sub-author entry; *e.g.*—

> Lamb, Charles. MacKnight, Andrew (*Editor*). The Beauties of Lamb.

Call editors, adaptors, and compilers simply *Editor.*

28. Enter publications of foreign governments under the country, with the department as sub-author, and the actual writer, if stated, as sub-sub-author; *e.g.*—

> United States. Bureau of Education. Dodge, Uriah. Report on Trades and Professions: addressed to children leaving school.

If it is a home government publication, disregard country, and enter directly under the name of the department.

29. Enter general societies under the name of the society, and local societies under the locality and then under name ; *e.g.*—

Royal Society. Report on Rainfall, 1864.

30. Treat publications of publishing societies as separate works under their authors' names, and add the name of the society as a series title ; *e.g.*—

Fellows, Louis Walter. Habits of Bees and Wasps. *Natural History Texts Society.*

Entry Word other than Author's Name

31. Enter a work about a person under the name of the person ; *e.g.*—

Browning, Robert. **Andrews, Eva.** Browning : His Life and Philosophy.

The subject entry-word—Browning, Robert—should be printed in small capitals to distinguish it from the author's name, which is in black-faced type.

32. Enter works about an author's writings as in Rule 27, under the author of the writings ; *e.g.*—

Collins, Wilkie. **Lecoq, Paul.** An Analysis of the Plots of Collins : with special reference to *The Moonstone.*

33. In every case where there are editors, sub-authors, and writers not appearing as principal authors, a reference should be given ; *e.g.*—

Andrews, Eva. Robert Browning : His Life and Philosophy.

Under what Name or Part of Name

34. Enter under their Fore- or Christian names: sovereigns, popes, persons canonised, friars, and other persons known only by their first names; *e.g.*—

Ignatius Loyola. Not Loyola, Ignatius.
James I. of England. Not Stuart, James.

35. Enter compound names, whether English or naturalised English, or foreign, under the first part; *e.g.*—

Cecil-Dodd, Evelyn.
Peck-Richards, Thomas William.
Vallery-Radot, Louis.

In the English or naturalised English names make a reference under the last part of the name; *e.g.*—

Dodd, Evelyn Cecil-. *See* Cecil-Dodd, Evelyn.

36. Enter names with prefix, under the prefix, if the name is English; *e.g.*—

De Quincey, Thomas.

If French, enter under the prefix when it contains an article, Le, La, L', Du, Des, but not under the preposition De, D'; *e.g.*—

La Fontaine.
Rochette, Raoul de.

In other languages, enter under the name following the prefix, making references in the few cases

where the name is used in England more frequently with the prefix than without ; *e.g.*—

Dyck, Sir Anthony Van.
Vandyck.

37. Enter classical names under their Anglicised form ; *e.g.*—

Homer. Not Homeros.
Virgil. Not Virgilius Maro.

38. Enter persons with more than one name, such as married women, noblemen, and writers using pseudonyms, under the best known names, inserting the other names in parentheses after it, and distinguishing pseudonyms by italic type ; *e.g.*—

Braddon, M. E. (*now* Mrs. John Maxwell).
Lytton, Edward Bulwer, *Lord*.
Collingwood, Harry (*real name* J. W. C. Lancaster).

Make references from all other parts of the name to the one used.

39. Enter books bearing a phrase in place of the author's name, and of which the author's name is unknown, under the first word, not an article, in the title, adding the phrase after a semi-colon ; *e.g.*—

Batting and Bowling ; by a Professional Cricketer.

40. If the author is known, but his name does not appear on the title-page, enter under his

name, within square brackets, with the phrase following the title ; *e.g.*—

[Abel, Richardson.] Batting and Bowling ; by a Professional Cricketer.

If a writer becomes peculiarly identified with a phrase, from continually having used it, as in the last example, but afterwards writes under his name, the phrase may follow the name in parentheses, and in italics ; *e.g.*—

Abel, Richardson (*A Professional Cricketer*).

41. When entering an author call him what he calls himself ; thus Harte, Bret, not Harte, F. B. Do not use names an author never uses ; *e.g.*—

Dickens, Charles. Not Dickens, Charles John Huffam.

42. Spell all parts of the name in full, including such prefixes as Professor, Lieutenant, General, Reverend, etc.

Note.—It is usual in many catalogues to enter the author's name as it appears on the title-page, but authors vary in their practice ; Ray Lankester, for example, has published books as E. R. Lankester, and E. Ray Lankester, as well as Ray Lankester. Another practice is to give the forename in full when there is only one, and initials only when there is more than one. It is well to have an inflexible rule on the point, and we think the one proposed best for children's catalogues.

43. Ignore suffixes such as D.C.L., D.D., F.R.H.S., etc. These may be added in the annota-

tion if they are thought to throw any real light upon the qualifications of the author for writing his book.

Anonymous Books

44. Enter anonymous books, of which the author is not known, under the first word, not an article, of the title. Anonymous books of which the author is known go under the author's name; the name being enclosed in square brackets; *e.g.*—

[Newman, Horace.] Holidays in Spain.

Joint, or Corporate, Authorship

45. Enter books of joint authorship, when there are two authors, under the name of the first appearing in the title, the second appearing after this form :—

Thomson, Walter, and Smith, William.

Make a cross-reference from the second author in this form :—

Smith, William. *See* Thomson, Walter, and Smith, William.

46. If both authors bear the same surname, use this form :—

Arne, Thomas and William.

47. If there are more than two authors, enter

under the first, adding in italics *and other writers* ; *e.g.*—

Brooks, Ernest, *and Other Writers.* Out-Door Games.

48. Where several distinct authors are included in one volume, the various authors and titles should appear in the entry ; *e.g.*—

Walpole, Ernest. Birds' Eggs ; Chambers, George. Butterflies and Moths ; Phillips, John. Shells.

If, however, it is a collection of essays edited or collected by some one, enter it under the editor, and set out the contents in the annotation. Note the punctuation in the above example. Cross-references from subsidiary authors and title must be made.

The Title

Omissions

49. Titles are to be abridged only when this may be done without confusing either the grammar or the sense. Never omit the first word, not an article, as this forms the entry word of the title. The following examples illustrate methods of abridgment, the curves showing omissions :—

Over the Prairie : (A Record and a Chronicle of) a Year in Texas.

A Year's Cooking : (a Handbook containing) a Thousand Recipes.

Success : (as shown in the noble and famous) Lives of Great English Statesmen.

50. Titles of fiction should never be abridged. Sub-titles of fiction may generally be omitted, but should be retained when they convey some definite information about the story ; *e.g.*—

Among the Dhows: a Story of the Slave Trade.

but not—

John's Adventures : or, the Valorous Youth.

Additions

51. Additions to titles are rarely needed, but when made, the matter added should be enclosed in square brackets.

52. Dates should be added to historical and biographical works, works of travel, and other entries of works that cover a definite period ; *e.g.*—

Dixon, Edward Francis. History of England, 1485–1603.
Raynor, Harold. Rambles in Hamburg, 1905.

53. When dealing with foreign works, translations, or works in modernised, phonetic, or other special forms of language, if the title does not clearly indicate the language of the book, this should be stated ; *e.g.*—

Blouet, Paul. Outre Mer. In English.
Hugo, Victor. Notre Dame. In French.
Chaucer, Geoffrey. The Canterbury Tales. In easy modern spelling.
Goldsmith, Oliver. The Vicar of Wakefield. In Pitman's Shorthand.

The After-Title

54. The work of translators and editors should be noted in separate clauses, following the title; *e.g.*—

> Schonberg, Friedrich. At School at Heidelberg. Translated by John Burns, from the German. Edited by Nancy Bailey.

55. Indicate the form in which the translation is presented; *e.g.*—

> Euripides. Iphigenia in Aulis. Translated by Gilbert Murray, from the Greek, into English rhyming verse.

56. Introductions, commentaries, memoirs, glossaries, bibliographies, etc., when mentioned on the title-page, should be noted; *e.g.*—

> Edgar, Ernest John. Through the Window: Winter Nature Study. With introduction, life of the author, and a list of books.

57. Use the following simplifications of the common bibliographical terms:—

> Life of the author, or other person, instead of Memoir.
> Notes, instead of Commentary.
> Meanings of words, instead of Glossary.
> List of books, instead of Bibliography.

Common sense will require the use of these terms only for books to be used by very young readers; older readers may be expected to familiarise themselves with the terms for which they are substituted.

58. Note any special contributions, such as introductions, prefaces, chapters, etc., if mentioned on the title-page ; *e.g.*—

Franklin, Stanley. My Bicycle : a Manual for Boys ; with a Chapter on the Free-Wheel, by Henry Johnson.

Analytical Entries

59. Enter a reference to a portion of a work as :

Ackland, Vivian. Cricket. *In his* Boy Life in England. Volume III., pages 95–97.

Masters, Maurice. The Microscope, and How to Use It. *In* Haines, Albert. Science for Beginners. Pages 112–169.

60. When each volume of a work is catalogued and classified separately, use the following form :—

Hanson, Frederick. Limelight Lectures.
Volume II. Plants.

Note.—This rule applies more particularly to the subject entry in the classified and dictionary forms of catalogue. In the author catalogue this would appear as :

Hanson, Frederick. Limelight Lectures.
3 volumes.
Volume I. Birds.
Volume II. Plants.
Volume III. Insects.

The Imprint

61. Enter imprint items in the following order, using the terms given :—

Volumes ; *or*, if only one, Pages if less than 100.
Illustrations (including Diagrams).

Portraits.
Maps and Plans.
Tables.
Date.
Series.

62. State the number of illustrations, coloured illustrations (counted separately), portraits, maps, etc., using this form :—

Sutton, John. Round the World. 3 volumes. 407 *illustrations.* 31 *coloured illustrations.* 11 *portraits.* 5 *maps.* 1905. *Universal Record Series.*

63. In fiction note the presence of illustrations, but ignore the remainder of the imprint.

64. Give the first and last dates of sets of volumes, if their issue has been spread over several years ; *e.g.*—

Coutts, Henry. Antiquities of Croindene. 10 volumes. 1889–1895.

65. If the volume is one of a series, add the name of the series in italics, as the last item of the imprint ; *e.g.*—

Florence, Marie. The Inhabitants of the Hencoop. 14 *illustrations.* 1904. *School Library Series.*

Biographical Entry

66. Collective Biographies—books dealing with more than one person—are entered under the name of the author ; *e.g.*—

Slingsby, James Henry. Napoleon, Wellington, and Blucher.

When the names of the biographees do not appear

on the title-page, they should be set out in the annotation, and in either case cross-references should be made from each.

67. In individual Biography print the biographee's name in small capitals, and that of the writer in black-faced type ; *e.g.*—

> Drake, *Sir* Francis (*born* 1545, *died* 1596). **Clement, Peter.** An English Sea-Dog : the Life and Voyages of Drake.

Cross-refer from the author's name, as in rule 33.

68. Give birth and death dates, between parentheses as in the last example. When the biographee is still living indicate the fact thus :—

> Devonshire, Frederick (*born* 1875–).

leaving a space in the brackets where a date can be inserted.

69. If a book does not treat of the whole of a person's life, indicate at the end of the title, in square brackets, the period covered ; *e.g.*—

> Rawson, Stephen (*born* 1841, *died* 1902). *Explorer.* **Hilton, Francis.** The Boyhood of a Great Traveller, [1849–1866.]

70. As in the foregoing examples, state briefly the biographee's claim to renown ; *e.g.*—

> Arnold, Thomas (*born* 1795, *died* 1845). *Headmaster of Rugby School.*
>
> Caxton, William (*born* 1412, *died* 1491). *First English Printer.*
>
> Stephenson, George (*born* 1781, *died* 1848). *Inventor of the Railway Engine.*
>
> Josephus, Flavius (*born* 38, *died* 100). *Jewish Historian.*

As in the last example, indicate the nationality of the biographee when it is foreign.

Annotation

71. Remember the age of the reader to whom the book is addressed, and endeavour to write in the language of the book.

72. As a rule do not criticise, evaluate, or express a personal opinion concerning the merits or demerits of the book. Let all annotations be explanatory.

73. If, however, a critical estimate is taken from a review or other source, qualify it by adding the name of the source; but whenever possible, avoid such quotation.

74. State briefly and simply the following points, in the order given :—

The author's qualifications in relation to his subject; *e.g.*—

> Edison, Thomas Alva. Phonographs and Talking Machines.
>
> The author was the inventor of the phonograph.

75. The author's argument; *e.g.*—

> Kipling, Rudyard. Flannelled Fools and Muddied Oafs.
>
> The author says the boys of to-day spend too much time playing cricket and football. They should learn shooting instead, so that they can fight for their country.

This includes a statement of the subject-matter when there is no definite argument expressed.

76. The author's object; the reason for the existence of the book; *e.g.*—

Short, Thomas James. Little Sister to the Grizzly.

Tries to show that animals are able to think about their actions.

77. The relation of the book to other books on the subject; *e.g.*—

Venner, Norman. Types of Writing.

This book should be read after Jackson's *Handbook of Upright Writing.*

Note.—This form of annotation is especially necessary in books which demand some preliminary knowledge of the subject treated. Whenever possible state exactly what is the preliminary knowledge required.

78. Indicate sequels; *e.g.*—

Dumas, Alexandre. Three Musketeers.

This story is continued in *Twenty Years After,* and *The Vicomte de Bragelonne.*

Dumas, Alexandre. Twenty Years After.

Continues the story of *The Three Musketeers,* which should be read first.

79. In works of travel show the course of the journey, methods of travel, its object, and prominent results; *e.g.*—

Bronson, Hugh. Through Uganda Forests.

The author made two journeys through Uganda in 1906 and 1907. He describes the way he followed from Mombasa to

Lake Victoria Nyanza; he had many fights with savages, lost his way in the swamps, ran short of ammunition, and had several narrow escapes. The journeys were made to study the animals of the country. He discovered an animal called the ipako, which is like a small yellow giraffe.

80. Give the exact period covered by historical works. Where an historical work is in several volumes, give the inclusive dates of the period covered by the title, and set out volume periods in the note; *e.g.*—

Vendell, Laurence. Three Centuries of English Smugglers, 1500–1800. 3 volumes. 90 *illustrations*. 1904.
Volume I. 1500–1650.
Volume II. 1650–1750.
Volume III. 1750–1800.

81. In fiction indicate locality; and type of story, as "school," "sea," "Indian" story. Also in historical fiction give the period, and mention any historical personages or events introduced.

The catalogue may follow one of several forms of arrangement. The simplest is the Author Catalogue, in which the entries are arranged in alphabetical order by the authors' names, anonymous books being inserted according to the first word, other than an article, of the title, and biographies under the name of the person biographed, as well as under the name of the author. Such a catalogue has obvious limitations. It does not bring

into relation books on any given topic or kindred topics ; and unless the author of any book required is known to the inquirer, it is well-nigh impossible to trace it in the catalogue.

Much more favoured is the alphabetical catalogue known somewhat loosely as the Dictionary Catalogue. This is rather difficult to compile, and scarcely one perfect specimen is known to exist. It is an author, title, and subject catalogue in one alphabet. In its perfect form it catalogues practically every subject treated by the books in a library, and does not limit itself to the indications of title-pages ; and the labour of achieving the result is enormous. In fact, the only example we know that even approximates to completeness is the *Catalogue of the Brooklyn Public Library*, 1881, which is regarded as a monument of cataloguing by librarians. Librarians usually content themselves by entering every book under its author, as in the foregoing code ; under its title, which may be done by inverting and abbreviating the author entry as follows :—

Author Entry. Whymper, Edward. Scrambles amongst the Alps. *Illustrations. Maps.*
Title Entry. Scrambles amongst the Alps. Edward Whymper.

and under its subject :—

Alps. Whymper. Scrambles amongst the Alps.

What is known as specific entry is necessary in dictionary cataloguing. That is to say, Whymper's book belongs to the broader class

of books in Switzerland and Mountaineering, and in the dictionary it may also appear under these heads, but its specific entry is the Alps, and this is absolutely necessary. It may be omitted from the two broader headings, but in that case a reference should be made to the specific place ; *e.g.*—

Switzerland.
See also The Alps.

The oldest form of catalogue, and the one again coming into general use on account of its value to the student, is the Classified Catalogue. In this the entries of the books are arranged according to the classification, and subject and author indexes are appended. As it exhibits the whole strength of the library in each subject, and shows cognate subjects, it facilitates an exhaustive knowledge of the subject practically impossible with any other method. The entries are made according to the code laid down ; and each is marked with the classification number, and the entries are arranged by these numbers first, and then in alphabetical order of authors within the numbers. To take an example of an entry in a classified catalogue : Whymper's *Scrambles amongst the Alps* would appear in its place as follows :—

914 *Travel in Europe.*
Belloc, Hilaire. The Path to Rome . 914 Bel
Stevenson, Robert Louis. An Inland Voyage . . . . . 914 Ste
Whymper, Edward. Scrambles amongst the Alps . . . . . 914 Why

In the subject index, at the end of the catalogue, the following entries would be necessary :—

Alps, the 914
Switzerland 914
Matterhorn, the 914

and in the author index, which may be separate from, or amalgamated with, the subject index, the following entry would appear :—

Whymper. Scrambles amongst the Alps . . . . . 914 WHY

If the catalogue is a specially elaborate one, a title index would be included, and the entry would be thus :—

Scrambles amongst the Alps.
Whymper . . . . . 914 WHY

Subject and author indexes are essential to a good classified catalogue.

In the practical work of cataloguing, each main and index entry and reference should be made on a separate uniformly sized slip of paper or card, and the various sequences alphabetised in a drawer or tray, so that they can be consulted as the catalogue progresses, and perfect consistency be maintained. When the catalogue is complete and corrected, the entries, if a printed catalogue is required, can be mounted on large sheets of paper and sent to the printer. If a sheaf or card catalogue is required the sheets or cards are better for being written or typed from slips, for a large amount of correction is nearly always necessary during the process of cataloguing.

A few reference books are indispensable to the cataloguer. The most obvious are :—

Good dictionaries of English, French, German, and Latin.

An Encyclopædia.

Atlas and Gazetteer.

A Biographical Dictionary.

Allibone's *Dictionary of English Literature.*

Crabbe's *Synonyms.*

Haydn's *Dictionary of Dates.*

Brewer's *Reader's Handbook.*

Dictionary of Phrase and Fable.

Baker's *History in Fiction.*

These will be found to answer most of the questions that arise in cataloguing children's books. Of course the cataloguer of large general or special adult libraries needs a much larger array of bibliographies, dictionaries, and special reference books, but the need for these is scarcely likely to occur in the particular work we are discussing.

CHAPTER IV

CLASSIFICATION

To secure the best use of the collection of books it should be classified. Every organised science, in fact every form of knowledge, has been arranged by its students upon some systematic plan, and librarians have taken these plans, or schemes of classification, and adapted them to the peculiar physical condition of books. That is to say, books on botany are arranged as nearly as possible as plants would be on the natural system propounded by Bentham, and every other branch of knowledge as represented in books upon some similar plan. From these remarks it will be gathered that librarians regard the *subject* treated in a book as the essential arranging factor; and this is true as regards all books which deal with the literature of knowledge. Books, however, of pure literature, poetry, fiction, the drama, essays which do not deal with a definite subject, and similar works which are mainly of value as examples of the form in which they are cast, belong to what are called *form* classes, and are arranged in some simple manner regardless of their subject-matter.

Several schemes of classification have been devised by librarians to fulfil these requirements. The best are *The Decimal Classification*, by Melvil Dewey (Boston, 1876; seventh edition, 1911), *The Expansive Classification*, by C. A. Cutter (Boston, 1891), and *The Subject Classification*, by James Duff Brown (London, Libraco, 1906). These are very elaborate, and require a certain amount of careful study in their application. In each the field of knowledge as represented in books is divided up into a number of parts, as follows :—

Decimal Classification.	Expansive Classification.	Subject Classification.
General Works.	General Works.	Generalia.
Philosophy.	Philosophy.	Physical Science.
Religion.	Religion.	Biological Science.
Sociology.	Social Sciences.	Ethnology.
Philology.	Sciences and Arts.	Economic Biology.
Science.	Useful Arts.	Philosophy and Religion.
Useful Arts.	Athletic and Recreative Arts.	Social and Political Science.
Fine Arts.	Fine Arts.	Language and Literature.
Literature.	Arts of Communication and Commerce.	Literary Forms.
History.		History, Geography.
		Biography.

Of these *main classes*, as they are called, it will be seen, to take the " Decimal Classification " as our example, that while philosophy, religion, sociology,

philology, science, useful arts, fine arts, and history deal with definite subjects, general works and literature deal with forms, seeing that the former of these last two heads includes bibliographies, magazines, encyclopædias, and the latter poetry, the drama, fiction, essays, etc. Similar classes will be found in the Expansive and Subject schemes. In the subject classes the books are arranged by their subject-matter, in the form classes by their form; for example, all fiction is brought together, all essays, all poetry.

Each of these main classes is, in the complete tables of the three schemes, broken up into a number of mutually exclusive divisions and subdivisions, so that every topic, however minute, has its appropriate place. The whole is furnished with a notation which gives a symbol for each class and part of a class; hence 500 is the Decimal number for Science, which divides as follows:

500 Natural Science—
510 Mathematics.
520 Astronomy.
530 Physics.
540 Chemistry.
550 Geology.
560 Palæontology.
570 Biology.
580 Botany.
590 Zoology.

and each of these divisions is subdivided, as Botany will serve to show:

580 Botany—
581 Physiological Botany.
582 Phanerogamia.
583 Dicotyledonæ.
584 Monocotyledonæ.
585 Gymnospermæ.
586 Cryptogamia.
587 Pteridophyta.
588 Bryophyta.
589 Thallophyta.

These subdivisions may be re-divided again and again until the subject is reduced to its most minute components. Each of the numbers is to be read decimally, and thus a book such as Buckley's *Fairy-Land of Science*, which deals with general science, would be marked 500, such a book as Hooker's *Primer of Botany* would be marked 580, while such a book as Lowe's *British Ferns and Where Found* would receive the number 587.

So much has been said to suggest the general principles upon which books are arranged, and, if it is possible to arrange the Children's Library on one of the three schemes shown, so much the better. But, as we have said, these schemes not only demand a certain amount of study in their application; they are rather elaborate for a children's library, especially if it is of less than 5000 volumes. Nevertheless, however small the library may be, some definite classification should exist, in order to bring all the books on a subject before the reader, and to show where the library is strong or weak, in order that additions may be

made with method. We have therefore simplified the main classes and divisions of "The Decimal Classification," and subjoin them as a suggested arrangement. It may be well to mention that the scheme is what is known as an inverted Baconian scheme, from the fact that it is merely the chart of knowledge propounded by Bacon in his *Advancement of Learning* in reverse order, with modern connotations of his terms, and considerable expansion in the divisions.

Suggested Simplified Decimal Classification

0 GENERAL WORKS—

This heading and its divisions take works of too composite or miscellaneous a character to be included in any other class.

01 Bibliographies.

Aids to reading, Catalogues, etc.

03 Encyclopædias.
05 Children's Magazines.
07 Newspapers.

1 PHILOSOPHY—
10 General.
17 Temperance (Bands of Hope and similar literature).
19 Conduct.

2 Religion—
20 General.
22 The Bible and Bible Stories.
29 Mythology.

Stories involving the Gods ; Folk Lore is 395 ; and Fairy Tales are 833.

3 Sociology—
30 General.
32 Government.
35 Army.
36 Navy.
37 Schools and Colleges.
39 Etiquette ; Customs old and new.
395 Legends, Folk-lore.

Fairy Tales themselves go in 833.

4 Language—
40 General.
42 Grammars and Readers.
45 Composition, Essay-writing, Précis-writing.

5 Science (Natural and Mathematical ; general)—
50 General.
51 Mathematics, Arithmetic, Geometry.
52 Astronomy.
53 Physics ; Electricity.
54 Chemistry.
55 Earth, Sea, and Air (Geology, Oceanography, and Meteorology).
56 Fossils.

57 General Natural History (Nature Books ; Outdoor Books).
58 Trees ; Flowers.
59 Man ; his origin and development ; Races of Men.
593 Animals.
595 Insects.
597 Reptiles.
598 Birds.

6 Useful Arts—
60 General.
61 Ambulance.
615 Gymnastics.
62 Engineering (Steam, Gas, and Electrical).
621 Civil Engineering.
63 Farming.
64 Domestic Economy ; Cooking.
65 Railways ; Shipping.
66 Fishing and Fisheries (Angling for Sport is 79).
67 Trades and Industries.

Number 67, and arrange in alphabetical order by name of the trade.

69 Building.

7 Fine Arts (in general)—
70 General.
71 Gardens.
72 Buildings (Architecture).
73 Sculpture.
74 Drawing.

75 Painting.
77 Photography.
78 Music.
79 Games.

8 Literature—
80 General.
81 Poetry.
82 Drama.
83 Stories and Tales.
833 Fairy Tales.
835 Animal and other Natural History Fables.
84 Essays.

9 Travel (General Travels, Circumnavigations, etc.).

Includes geography and descriptions of countries.

90 General.
91 Atlases and Geographies.
912 Travel in Great Britain.
914 Travel in Europe.
915 Travel in Asia.
916 Travel in Africa.
917 Travel in North America.
918 Travel in Central and South America.
919 Travel in Australasia; The Polar Regions; Isolated Islands.
92 Lives of Famous People: collective
921 Individual Lives

These are arranged alphabetically by the names of the persons written about.

93 History, Ancient—
94 History (Modern) of Europe.
942 History of Great Britain.
95 History of Asia.
96 History of Africa.
97 History of North America.
98 History of Central and South America.
99 History of Australasia and Isolated Islands.

The arrangement under each of these headings is simply alphabetical by the names of the authors, except in Individual Lives, which are arranged alphabetically according to the name of the person biographed. The classification number should be written on the title-page of each book, on the charging card, and on every record concerning it. It is well, too, to show the arrangement on the shelves by affixing a white tag (Denison's $\frac{a}{85}$ gummed tags answer admirably) to the back of the book and by writing upon it the number, together with the first three letters of the name of the author, or the person biographed, as the case may be, in fraction form ; thus—

$$\frac{58}{\text{HOO}}$$

stands for Hooker's *Primer of Botany*. A more elaborate method is to stamp the number in gold by means of a binder's numbering set. If this is done, any misplacements upon the shelves may readily be detected.

It should be remembered that the numbers are

to be read decimally. This form of number gives an unlimited power of expanding any given heading without dislocating the order. Thus, if the library possesses a large collection of books on engineering, the division 62 Engineering, may be expanded as follows :—

62 ENGINEERING—
621 Civil.
622 Electrical.
623 Steam Engines, stationary.
624 Locomotives, etc.

In the same way the continents, in Travel and History, may be divided into their countries, and so on. Such expansions should not be made, however, unless some definite advantage will follow.

CHAPTER V

THE CONSERVATION OF BOOKS

IMMEDIATELY books are received from the bookseller they should be collated carefully, in order to see that they are complete in every particular. Frequently sections are repeated or omitted, pages are missing or wrongly inserted, or books are defective in some other way. The pagination should be checked throughout, and the list of plates, which is to be found at the beginning of most books, should be examined, and each plate turned up to see that it is properly inserted.

In cutting books care should be taken not to tear or fray the margins; bad cutting results in a most unsightly book and often injures it permanently. A thin but hard paper-knife, with not too sharp an edge, should be used. The paper should be cut with short, even strokes, and the cutting continued right to the back of the top fold of each book, otherwise the leaves will tear downward from the back.

The name of the library must be marked on the book in some way. This is done with a rubber,

embossing, or perforating stamp. If a rubber stamp is used, it should be circular in shape, as this is neater than the oval or rectangular forms. It is well to stamp systematically on the same-numbered pages in each book, as on the back of the title-page, the beginning of the printed matter, and in the right-hand top corner of pages 5, 105, 205, and every page having 05 in its number, and at the end of the printed matter. In this way it would be possible to detect erasures of stamps.

The book should be carefully opened before it is put into circulation. The accepted method of wrenching the cover open, with its ominous creak indicative of the back being broken in the process, is certainly to be avoided. The best method is to take the left-hand board in the left hand with a few pages at that end of the book, and the right-hand board in the right with a few pages at that end, and to open them slowly; take a few more pages in the same way and open them; and continue the process until the centre of the book is reached. Repeat the process. It will then be found that the book will remain open fairly well, will not creak, and that the back will retain its orthodox roundness

We have remarked that the fingers of little people are eminently destructive of books, and some care should be taken to instil in the minds of children some ideas regarding the treatment of books. Some such simple instructions as, not to turn down the leaves, not to wet the fingers

in turning over the pages, not to expose the book too near the fire, not to take it with dirty hands, or to expose it to rain, not to leave it face downwards, or to place it in contact with any substance that may stain or soil it ; such simple instructions should be given to every child who uses the library. In spite of this, however, books are very frail things, requiring constant attention. The plates, which are almost always on heavy papers, come loose very soon, and other pages will loosen in surprising numbers. As in all other things delay is dangerous in regard to damaged books. The leaves should be put in with due care. The best method is to flatten out the leaf at the edge which unites it to the book. A sheet of paper or tin should be placed over all the leaf except the edge to be pasted ; this will prevent the paste from spreading and causing the pages to stick together where they are not required to do so. Care must be taken not to use too much paste. Occasionally a section of a book works loose. If the book is a loose-backed one, it is possible to sew in the section by passing the needle through the fold from the inside top of the page, dropping the needle down the back of the book, passing it through the lower part of the back, and tying the thread in the middle. No attempt should be made to paste in loose sections.

Torn leaves are best repaired by flattening out the edges of the tear with a paper-knife, placing the torn ends together into exact position with a sheet of blotting-paper underneath, and uniting

with a veneer of white paste. Place a strip of tissue paper over the joint and dry under slight pressure. When the page is dry, tear away the tissue paper, and some part of it will be found to have adhered. Pages which have been cut across the text, and where the cuts have not frayed edges, are best united by strong tissue paper or onion skin. Pages which have been dog-eared should be sponged with a very thin solution of gum tragacanth and water, and dried between blotting-paper by means of a hot iron.

It is sometimes necessary to remove stains from books. Most ordinary marks made by the fingers can be removed by rubbing the page lightly with breadcrumbs. Grease can be taken out by placing the leaf between blotting-paper and applying a hot iron. Marks from tea require the application of a soap lather, which must be made very gently with a brush, and the page must then be rinsed, dried, and sized. Jam marks require a warm solution of soap and a little carbonate of soda. The page must be rinsed, dried, and sized after the application. Blood stains are amenable to cold water and a thick lather of soap, and here again rinsing, drying, and sizing must follow. Warm water must be avoided in treating blood stains. The simplest method of dealing with ink stains is to spread the page on blotting-paper, damp the stain gently with lemon juice, and then to make a pad of soft white rag and dab it on the stain to absorb the ink. The

process must be repeated until the ink is entirely removed.

The cover will sometimes come off the book before it is worn out or broken at the folds. It is rarely desirable to paste it on again; but flexible glue has been found fairly satisfactory for refixing loose covers. It is better, however, to have the book recased. Recasing is the work of the professional bookbinder, and is simply the resetting of the book into its original cover. The cheaper forms of cloth cases are made of such flimsy materials that they are seldom in condition to warrant this recasing. Only a certain amount of repair should be bestowed upon a book. Too frequent use of paste, glue, or other repairing media destroys the folds; and as soon as a book clearly requires rebinding, it should be withdrawn from circulation until it has been bound.

In binding books for library use a number of factors have to be borne in mind. The quality of the paper must determine the kind of covering the book is to receive, and the several leathers and cloths used by binders can to some extent be approximated to the various types of paper. It should be remembered that every book is an individual problem if the work is to be done really well. The chief leathers used are: sealskin, which is excellent in appearance and wear but expensive; morocco, which, although not a cheap leather, is less expensive and wears and looks well; pigskin, a strong tough leather, which, however has a tendency to peel; calf, which is

soft and delicate and not to be recommended for library use ; roan, a light and serviceable but not long lasting leather ; vellum, which is tough and hard but subject to dirt and more sensitive to sun and light than some other leathers ; and skiver, which is a split roan with very little durability. There are, besides these covering materials, various excellent binding cloths, washable and of fast colours, and a strong cloth known as buckram. For the binding of popular books, the career of which is likely to be brief, a strong binder's linen is to be preferred ; Bancroft's legal buckram is an especially good and desirable material. For more permanent works morocco is best, and for less important books roan will serve. But from these general ideas there must be special exceptions governed by the character of the books to be bound. Very heavy books are best in pigskin ; morocco serves for medium weight books, in which a fairly good paper has been used ; and roan and cloth may be used for the lightest books, those printed on feather-weight and fragile papers. The other leathers are not particularly serviceable for children's books.

Before sending to the binder, examine every book and discard all the very dirty ones, all those that are much torn at the folds, and, of course, any that are imperfect. Missing leaves or sections may sometimes be purchased from the publisher for a small sum, or other discarded copies may often be found to supply deficiencies. Books

with badly damaged folds are difficult to rebind, and their after life is transient.

A special instruction should be given with each work, and the following can be recommended :—

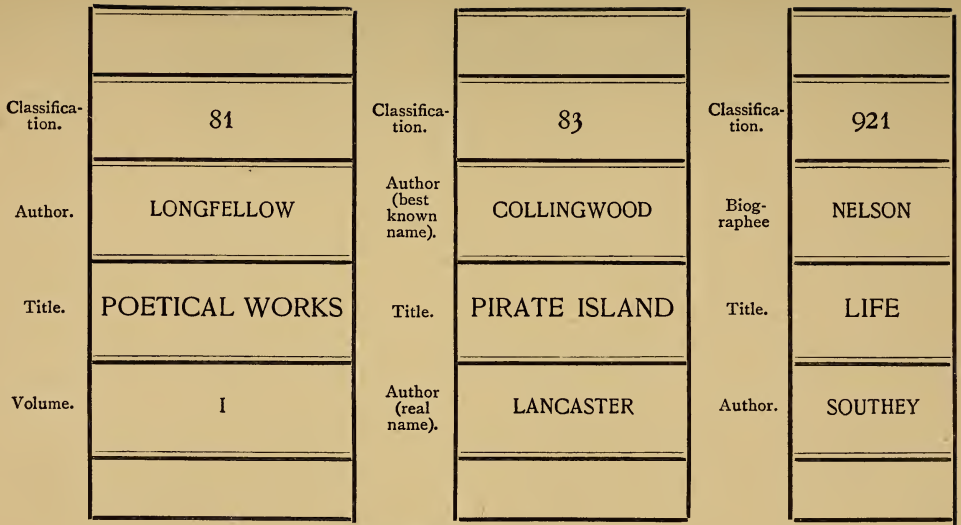
1. Use half-pigskin where the books are large and heavy in texture.

2. Use quarter-morocco, with vellum corners, where the paper is light and strong, and the book is likely to last some years.

3. Use quarter-roan, with vellum corners, for popular books on light inferior papers ; or, for the same type of book use Bancroft or Winterbottom binding cloths.

The chief requirements of a good binding are the sewing and the means of attaching the book to its case. Good linen thread should be stipulated, the sewing to be all along on three tapes ; the first and concluding section to be secured by the linen guard known as the French joint ; the maps to be mounted on linen ; the plates to be guarded on the same material ; and the covers to be of mill-board. Such a binding is durable and economical.

It is advisable to letter books to a set pattern, observing these rules : Put the classification symbol in the second panel from the top, the author's name in the third, the title in the fourth, and the number of the volume, if there is more than one, in the fifth. The accompanying figures will illustrate the forms preferred.



Forms of binding for children's books.

It will be seen that the arrangement is the primary consideration in the lettering, as books are shelved first by the classification symbol, secondly by the name of the author, and thirdly by the title of the book. If the book is a biography, the third panel should take the name of the biographee, the fourth the title, and the fifth the name of the author. If preferred, the classification symbol may occupy the lowest panel, and the other particulars moved up accordingly. Initials should be added to distinguish authors of the same surname. Thin books should be unpanelled and have lettering reading vertically from the bottom to the top. Bold gold lettering should be required. It adds to the diversity of a library to have a colour scheme for bindings. Each class might be in a distinctive colour, and it is well to bind all the works of a writer of fiction in the same colour.

When books are returned from the binder, they should be checked systematically for errors as regards lettering, colour, price, style, and general workmanship. It is astonishing how many errors can creep into binders' titles, and how often small defects are discoverable in bookbinding. Every error should be returned to the binder to be rectified.

CHAPTER VI

THE PUBLIC LIBRARY AND THE CHILD

Dominie Sampson, unkempt, shabby, preoccupied and absent-minded, climbing up ladders in a dim-lit dwelling-place of books, taking from the shelves volumes on which reposes the dust of generations, sitting upon the rungs of the ladder to read them, and ejaculating at intervals his invariable "Prodigious!" at the revelations of those worm-eaten folios—this is the cloistered, other-worldly librarian of the imagination; a recluse, a scholar, an unpractical, harmless, and passive human automaton. The creations of the romancer have a vitality which occupies the minds of people even in contradiction to the "sensible and true avouch of their own eyes"; and some to-day imagine the librarian to be a lineal descendant of the lovable old Dominie, with all his traits surviving. But he corresponds to nothing that exists to-day. The dust the Dominie disturbed for the first time in many years has scarcely time to settle in the matter-of-fact modern library; and the librarian is no longer merely a student, but is a practical man of affairs, a product of the peculiar necessities

of his profession, a combination of educator, scholar, and man of business; and his library is a workshop. Of the public library this is especially true. It is very doubtful if even the most sanguine of the promoters of the public library movement anticipated that the repositories of books they were providing for towns, to be accessible to all seekers after knowledge, would make it their mission not only to provide reading, but also to create readers. The most striking fact in the modern library is its metamorphosis from a passive into an active force in the community. The modern librarian is not content to provide books; he must attract readers, and display the contents of his books in the most inviting manner to secure this end. He has therefore organised lectures, reading-circles, exhibitions of books and prints, has published carefully reasoned catalogues and reading-lists, invented bibliographical classification, and, greatest boon of all to the student, thrown open his shelves in order that the reader may have direct access to the whole collection of minutely arranged books. And all these activities and methods he has developed with the single purpose of making known the possibilities of books.

Of recent years it has been realised that, excellent as is the library principle, and admirable as is the reading habit, the progress of culture can scarcely be said to be commensurate with the amount of reading. The fallacy that to read anything is better than to read nothing at all becomes clearer

every day; and librarians realise that reading can only conduce to culture and practical use when it has system and purpose. To achieve this, an effort is now being made to train the reader, and to some extent the methods mentioned above may subserve this end. The librarian recognises that the best reader, as the poet, is born, not made; but, at the same time, much may be done towards producing a higher type of reader if we can catch the children in the early years. The opportunities children meet of reading literature which blunts and vulgarises their tastes are so evident that it is highly desirable that literature, the best of its kind, should be accessible to them from the time they are able to read, so that they may learn to appreciate and enjoy the best; and the best literature for children is often quite as attractive as the halfpenny prints which unscrupulous publishers circulate amongst our schools. As a result of this reasoning, the earlier public libraries gave up a case or two, or an alcove, to juvenile books. It must be confessed that the value of this provision was rendered almost nugatory in many instances by the age-limit, which, in the majority of libraries, excluded children under fourteen years of age. This, however, has generally been altered, and almost all children who are old enough to read are permitted to make use of these collections on some such simple condition as the recommendation of the teacher. More recently it has been found that the demands of the young readers required a more special

treatment, and both in this country and in America a special department has been organised to meet them. This takes the shape of a large apartment in the public library, often handsomely decorated, and occupying an equal status in the building with the adult reading-room. Such rooms are well-supplied with the books which by common consent are the inheritance of all children, with the best periodicals, with pictures and the various accessories of reading as in an adult library. And in them the child is taught to realise the dignity and beauty of the library, and to come to it naturally, and not as a person admitted on sufferance by his elders. The pioneer of this work in Great Britain was Mr. John Ballinger, now the librarian of the National Library of Wales, who, when librarian of Cardiff, organised in the public libraries of that city a series of handsome children's halls, splendidly equipped and well staffed. The idea has been adopted and developed by several other towns, among which Glasgow, Kingston-on-Thames, Chelsea, Islington, Stepney, Bournemouth, and Stoke-Newington come to mind. It must be admitted that great developments have not been made yet in this direction in this country, owing to the miserable limitations placed upon library work by the Libraries Acts, which permit only the proceeds of a penny rate to be devoted to all library purposes in a town. It seems strange that the people of England should be content with the provisions of an Act sixty years old and utterly insufficient for the modern intellectual needs of

communities. In America, where parsimony is not so evident in public affairs, and the individual is a citizen rather than a ratepayer, fine children's rooms, with numerous accompanying activities, are the rule rather than the exception, and the results, as far as we are able to estimate them, are a tribute to the unerring logic of the organisers of such departments.

Another phase of the work is the public and elementary school library administered from the public library. In the towns where such libraries occur, the education committees as a rule grant an annual sum of money to the library committees for the purchase and maintenance of books, while the libraries provide the skilled selection, administration, and conservation of the libraries so formed. The result is that libraries of a more uniformly useful type than ever before known are to be found in the schools of these towns. The cost is comparatively insignificant. After the initial grant, which, of course, differs according to the number of schools to be provided—£400 has been found enough to provide a barely sufficient initial stock of books for fifty school departments—yearly sums of £500 at Cardiff (Cardiff was a pioneer in the provision of school libraries as of children's halls); of £250 at Croydon; of £50 at Bournemouth; of £50 at Bromley, Kent, provide books and working expenses.

It cannot be too strongly urged that the administration of the libraries should not be undertaken by education authorities, but should be

always in the hands of the library committees. Considerable duplication of effort occurs in many towns where the polytechnics, schools of art and science, and other similar institutions have each their special library at the special institution. The proper course would be to place these books, which are bought with public moneys, and should not be restricted to one special and small class of readers, unless such a course is absolutely necessary, in the reference department of the public library, where they would be accessible to all readers every day and all day; and it is logical, in view of the restricted finances of the libraries, that each educational department should make a grant to the libraries for its own special literature, otherwise the public library, in order to meet the demands of its larger public, is compelled to purchase copies of books which are already in other but often inaccessible public institutions of the town, and this when one copy would suffice for the needs of the town. But it is especially necessary that a trained librarian should control the libraries in elementary schools. Teachers cannot be expected to do the work of the bibliographer, and even highly skilled teachers have very rarely anything like the knowledge of literature required for organising and adding to such libraries. The most sensitive teacher will recognise the wisdom of the course recommended. It is a moot question whether or not the education and library committees do not work too independently of one another. Of course, from one

point of view they are both educational bodies ; but the library deals with larger, if not more important, interests than purely educational ones. At any rate the clerk of the education committee should be a member of the libraries committee, and the librarian a member of the education committee. Each could greatly assist the other, and their functions are certainly to some extent collateral. It is a curious fact that while in England libraries have done much to help education, cases of the education authority helping the library, which are common enough in America and in our Colonies, are practically unknown.

Nearly all the activities developed to attract the adult reader have been adapted and used to attract the children. Many libraries have lectures, even those which have no separate children's department ; a few have reading-circles ; object-lessons in the use of libraries occur in others ; and in manifold ways, which we shall describe later, the library is supplementing the work of the schools. Some of the work, it must be admitted, has been exaggerated in American libraries, where a doubtful tendency in the direction of making the libraries into nurseries has been complained of ; but this is often owing to the fact that American libraries, admirably administered as they are in general, are somewhat over-feminised. This has not yet occurred in England, and with a little care all the benefits of excellent children's departments can be secured without undue sentimentality.

CHAPTER VII

THE CHILDREN'S DEPARTMENT

In an increasing number children's departments are being added to public libraries. As we have said, the need was inadequately recognised in earlier libraries by the provision of a certain number of shelves of suitable books in the adult lending department. Later such developments as the boys' reading-room in the St. Helen's Public Library came about; and now, in the recently built municipal libraries, there are fully equipped children's rooms or halls. In America the fairly obvious fact that the wise use of the libraries by people in their mature years must, to a large extent, be governed by their training as children in their use, has been adequately recognised, and the public library without a children's department is there the exception rather than the rule.

The ideal children's department is a well-lighted, lofty apartment, well-furnished and decorated, and properly staffed—an attractive or even beautiful apartment, equal in status to any other department of the municipal library. While its immediate object is utilitarian, it should have

in addition an æsthetic ideal; and the rather prevalent conceptions that a room in the basement in charge of a janitor or boy assistant will suffice, or that children are admitted only on sufferance to a library which is really for adults, should perish as soon as conveniently may be.

Opinions differ as to whether the entrance to the children's room should be through the main entrance of the building or a separate entrance provided. Where the room can be adequately supervised the balance of choice seems to be in favour of a separate entrance, which may relieve the possibility of children wandering into other departments where they might interfere with older readers.

Given a well-lighted room, decorated in colours approximating to white or cream colour, in order to increase the light-reflecting area, the part of the walls within convenient range of the eye should be covered with pictures, which may be of historical, geographical, or of natural study subjects. Part of the walls, however, should be devoted to movable green baize screens, on which topical pictures and bulletins could be displayed.

The greater part of the room will be devoted to reading space. Parts of it, however, should be separated to serve the uses of lending and reference libraries.

In planning the room glazed screens may be used between the various departments, and the whole furniture should be arranged to secure the maximum of oversight with the minimum of staff.

The plan itself may follow several lines. In some libraries the lower parts of the walls are shelved, the books being carried all round one large room, and the shelves have glass fronts or grills; and reading-tables occupy the centre of the room. In others the lending department is a separate enclosure within the children's room, and the children are either allowed access to the books themselves or they are issued by means of the indicator. If the latter method is followed, about one-fourth of the entire area should suffice for the lending department. The reference library may also be screened off from the main part of the reading-room, or it may be a certain number of desks in the more secluded part of the room farthest from the entrance. The furnishing and methods of both lending and reference libraries will be best described separately.

The floors of the room are best of wooden blocks, which are substantial and less noisy than boarded, or paved, or tiled floors, and certainly warmer than the two latter. Natural lighting should be from top-lights, and from high windows, and should be as plentiful and regular as possible. Artificial light is rarely satisfactory. While the natural light supplies the ideal, we have too often glaring point-lighting and badly diffused light from artificial means. If a regularly diffused light can be obtained it is probably better than point-lighting, experts notwithstanding.

Heating should be by hot-water pipes or radiators. Coal fires, even when protected by fire-guards and

screens, are not recommended. Probably, if the expense can be encountered, electric radiators are the cleanest and most hygienic form of heating.

Ventilation is another problem which needs expert consideration, based upon the special conditions of every room. It is impossible to lay down any rules in the matter, but care should be taken to secure good ventilation. It is, we fear, only too rarely secured, and its importance cannot be too much emphasised.

Near the entrance a lavatory, properly equipped with water service, washing-basins, soap and towels, should be provided. It is not wise to send children from the room because of dirty hands or faces, as it is not always possible to judge the opportunities for cleanliness within the child's reach at the moment he desires to use the library; a little persuasion will cause him to make use of the lavatory, and will encourage him in the salutary belief that books demand cleanliness.

The arrangement of the furniture will be governed by the shape and lighting of the rooms. The first requisite is good, natural light on all tables, desks, and shelves. As we have already pointed out, this requires some thought, and it will often be a deciding factor in choosing the shape of tables. A long table sloping upwards from sides to centre cannot be arranged parallel to the windows without throwing half of the reading space into shadow. Where the light is all from one wall, round tables will often be most serviceable. Next to light, the most important object

of the arrangement is to secure large enough gangways to enable children to pass from one part of the room to another without the clatter of moving chairs. No gangway should be less than 3 feet, and chaired gangways should be at least 4 feet wide.

The various kinds of furniture may be grouped according to their use. The periodical tables should be all together, and it would be well to group the boys' periodicals at tables separate from those appealing specially to girls, although this is not absolutely necessary. Desks at which writing and book consultation take place should be well away from tables for periodicals. In addition to the chairs at tables and desks, some libraries provide separate seats or forms. It is a doubtful course to supply such seats, as books and magazines are more carefully handled at tables.

The supply of suitable magazines for children is limited. The following are approved by librarians and teachers :—

ENGLISH.

Boy's Own Paper.
Captain.
Chatterbox.
Child's Own Magazine.
Chums.
Fry's Own Magazine.
Girl's Own Paper.
Girl's Realm.
Graphic.
Illustrated London News.
Little Folks.
St. George's Magazine.
Scholar's Own.
Young England.

AMERICAN.

Saint Nicholas.
Youth's Companion.
World's Chronicle.

FRENCH.

L'Ami de la Jeunesse. *Mon Journal.*

GERMAN.

Jugend Blätter.

In addition, one London daily paper, and, if suitable, one local weekly may be supplied. *The Daily Graphic* is probably the best London newspaper for children, as it is plentifully illustrated and rarely contains matter presented in a manner that is objectionable. But the whole question of the supply of newspapers in any part of the public library is a debatable one ; and perhaps it would be best to exclude them from the children's room altogether.

Periodicals should be given a fixed place on the tables or reading slopes. The larger ones of such size as *The Graphic* may be fastened to the slopes by a locking rod, which passes along the centre fold of the periodical and holds it securely in position. Such rods are made by A. W. Lambert, Libraco, Library Aids, the Library Bureau, and several other firms. Smaller magazines should be provided with stout leather or cloth cases, such as are made by most library bookbinders, with a cord inside for securing the magazine, and with the name of the magazine lettered boldly on the outside front board. These cases are sometimes secured to the tables by the rods just mentioned, and are sometimes anchored by a short cord, which is fastened to a staple underneath the table. It is rarely desirable to have periodicals in a children's

room which have not a fixed place. A list of the periodicals in the room should be displayed, bearing the numbers of the tables at which they are to be found. To this end the tables should be numbered in fairly large figures.

To a large extent school hours govern the hours at which the department should be open. As a general rule it is not necessary or desirable to throw the library open at hours when children should be at school; and on ordinary week-days from 4 p.m. until 8 p.m. have been found to be suitable hours, and from 10 a.m. until 8 p.m. on Saturdays and during the extended school holidays which occur at Christmas, at Easter, and during the summer. It is obvious that the library should not be a possible place of encouragement to the instinct of playing truant during school hours, and after 8 p.m. it is reasonable to suppose that children ought to be in their homes. It is during the longer holidays that the children's librarian is most occupied, and when opportunities of doing the best work with children occur.

Simplicity and brevity are desirable virtues in the regulations governing the use of the department. However, rules which permit the greatest freedom to the largest number of children while ensuring reasonable discipline, quiet, cleanliness, and carefulness on the part of young readers are not simple to frame. The first question of discipline is whether or not boys and girls should be kept separate. In one or two libraries such separation is the rule; and in lecture-rooms,

where the lights are lowered during the use of the lantern, it is the usual and probably the best plan. In a well-supervised reading-room the necessity for the division is not felt, and librarians declare that the sexes exercise a restraining influence upon one another which is salutary.

The general rules should contain, in addition to the hours of opening, rules to the effect that clean hands and person are a necessity, and cleanliness should always be kindly and firmly insisted upon. Talking, smoking, and eating should be forbidden ; and the simple courtesies of wiping muddy shoes, and moving quietly about the room to avoid disturbing others, should be required. Special rules dealing with the treatment of the periodicals, newspapers, books, and furniture, should also be included.

The following are among the best rules in vogue in English libraries :—

1. The children's room is open from 4 p.m. to 8 p.m. daily, from Monday to Friday, and from 10 a.m. to 8 p.m. on Saturday.
2. The room is open to children from nine to fourteen years of age, who obtain tickets on the recommendation of householders, head teachers, or members of the Public Libraries Committee.
3. No child shall be admitted to the room in an unclean state or suffering from any offensive disease.
4. Quiet and orderliness are required in the room, and the librarian shall remove

from the room any child who infringes this rule.

5. Talking, eating, and smoking are not permitted.
6. Books must not be read at the magazine tables ; and the use of ink is permitted only at the tables set apart for that purpose.
7. The librarian shall have power to refuse the use of the room to any child whose behaviour or presence are inimical to the orderly use of the room by other children.

The ultimate use of the room by the children cannot be judged from its first year of work. When the room is first thrown open it proves a centre of attraction to almost every child in the district ; and, in several instances, special rules have been necessary to regulate the demands of the children in regard to each section of the children's department. A satisfactory plan has been to divide the applicants by the number of days in the week, to issue a card endorsed for a particular day to each child, and to exclude the child on all other days. Obviously this is not an ideal system, but for the first few months the librarian often has the choice between this system of exclusion and chaos in the department. After a year the merely curious children are no longer attracted to the room, and, although the children's department will always be the most popular part of the public library, the traffic will become

normal, and the children may be admitted two or three times a week, or perhaps every day. This does not apply to the lending department, as we shall show later.

The librarian will have abundant opportunities of watching and directing children in the choice of books, and she will generally devote her best skill and sympathy to providing progressive reading suitable to the developing tastes of the youngsters. The ability to gauge the particular mental stage at which this or that book will be suitable is no mean qualification, indeed, it is one of the chief, in the children's librarian. In increasing numbers children will seek her advice, and a mean conception of the responsibilities devolving on her will mean the loss of invaluable opportunities for improving and developing taste. But not only in the more or less active rôle of adviser should the librarian work. Every public holiday, feast, festival, and anniversary presents an opportunity for interesting children in the books that bear on the occasion of the event. Pictures illustrating it should be fastened upon the baize screens, and lists of the most attractive books dealing with it should be posted up with them. In some libraries special illustrated "bulletins," or posters, consisting of appropriate pictures mounted on decorative cards, with brief lists of books under each, have proved effective. These require considerable time and some artistic skill in the making; librarians, however, who are able to devote such work to them are generally

of opinion that they are worth while. We describe the picture collections which may be used for this work in a separate chapter.

Some holidays and festivals lend themselves to illustration by means of exhibitions. In American libraries flower days and bird days occur. On such days children are invited to bring the wild flowers then in bloom to the library, and lists of books bearing on flowers and birds are prepared ; the room is gaily decorated, and lectures, or less ambitious talks, are given on these subjects with direct reference to the books. This can scarcely be called orthodox library work, but it has been found most attractive by the children and is a sure means of drawing attention to particular classes of books. On national festivals flags and pictures are made to supplement the book-lists. Occasionally it may be advantageous to hold exhibitions of books confined to one or two subjects, such as the hundred best fairy books, books on how to make things, books of sports, natural history, travel, or any subject upon which the library possesses a sufficient collection of books to occupy two or three tables. The books should be arranged systematically, labelled clearly, and with certain oversight the youngsters should be permitted to examine them themselves. Such exhibitions need not be elaborate and will reveal certain spheres of interest which had not before been apparent to the child.

Lectures are a desirable part of the work of the department. We shall consider lectures in general

separately ; but here we may say that occasional unexpected lectures may have a distinct use. On a Saturday morning, for example, when, as a rule, the room is well filled with children, the reading may be interrupted for twenty or thirty minutes, and a talk may be given on method in reading ; on the care of books, how to open them, to handle them, and the usual precautions for their proper use ; or upon some special subject which is occupying the public mind, again, as it bears upon the books immediately to hand in the room. Such talks on the use of the catalogue, the method of arranging the books, the use of dictionaries, atlases, and similar everyday reference works, provide excellent opportunities for increasing the intelligent use of the department. In all talks and demonstrations the object should be to teach the child to help himself on right lines.

It should be the endeavour of the librarian to secure the sympathy of school inspectors and teachers in all that affects the department. An occasional consultation between librarians and teachers will do much to promote mutual understanding and helpfulness ; and almost invariably the cordial co-operation of the schools is forthcoming. The recommendation of the teacher should be deemed a sufficient introduction to the library, and teachers might be consulted should it be necessary to withdraw the privilege of using it from any child. Beyond this, the teachers should be invited to bring classes to the library in order to give lessons in which books may play an

important part. In the Cardiff libraries a class of children is frequently brought to the library; the teacher gives a lesson on some such subject as the development of bread from the seed to the finished commercial product, using the department's illustrations and books in the lesson; and afterwards, for a short time, each child is permitted to enjoy individual reading of fairy stories or other works that appeal to him. Hence the room becomes not only a reinforcement to the direct teaching schools of the community, but is a place to which the child comes naturally in search for beautiful or pleasant things. Lessons in the actual use of the department will naturally be given by the librarian, and such lessons are described in Chapter XIV.

In many of the activities voluntary help may be obtained and will relieve the strain on the official staff. Story-telling should only be undertaken by people naturally gifted or specially trained for the work; bad story-telling is worse than none. It is possible to find such help at times, and willing and capable people should be encouraged to give their services. Reading-circles are another activity in which voluntary help may wisely be admitted. So, too, in the choice, cutting out and mounting of illustrations. More than one library has a permanent exhibition of the wild flowers in bloom at various seasons of the year, which is maintained by some nature lover in the district who does this interesting work as a hobby. Other ways in which the sympathy of

voluntary workers may be secured will present themselves frequently.

A useful work to be done by the department is to encourage the children to become possessors of books themselves. By insisting on the value of the good book, and its lasting character, the librarian may lead children to invest their small savings in the gradual purchase of good books. It is a short-sighted view which supposes that the sacred sense of possession inspired by property in a few books will militate against the use of the library. On the contrary, it will give children a new and more careful regard for its contents.

The health of a neighbourhood is of some concern to the librarian, who should be in official communication with the Medical Officer of Health and the School Medical Officer. Notice of infectious disease of any kind should immediately be given to the librarian by these officers, both in the case of schools and of families. In the event of school epidemics the children's department should be closed until fear of infection has passed, and in individual cases members of infected households should be excluded until the medical officer certifies them free from infection.

It must be borne in mind that library authorities are legally responsible for any accident to children which may arise from some obvious defect in the building or furniture, and it has been decided in the courts that an infant cannot be held guilty of contributory negligence. Care should therefore be taken that every part of the department

is kept in perfect order. The honorary solicitor of the Library Association advised that libraries should insure themselves against the liability to claims in this direction.

Lending Libraries

As a link between the public library and the home, and to enable children to pursue special studies, the lending library is important. In towns where a system of school libraries exists, it is sometimes contended that a lending department at the public library is unnecessary. It is submitted that the home reading of children is best supervised by the teacher, and that schools possessing such libraries make ample provision for it. On the other hand the school libraries are, as a rule, restricted to public schools, and private school scholars, who form a distinct body of the child population of the town, are excluded from their use. And again we must urge that only in rare cases can the already overdriven teacher devote attention to the reading of individual children. These views are tentative merely, and no doubt the ideal system is to have school lending libraries and lending departments at the public libraries as well.

As already mentioned, the bookshelves may run around the lower part of the wall of the children's room; but it is probably better to screen off one-fourth of the area, and confine the department, with its inevitable traffic, within that

space. In choosing the part of the room it should be remembered that natural light will be required to light vertical shelves on at least three of the four sides of the room. To secure this we need hardly say that top-lighting is best, but in any case special attention should be paid to this question before beginning the arrangements.

The whole arrangement of the lending library will depend upon the system to be adopted for issuing the books. Other things being equal, there can be no doubt that grills and indicators, or other mechanical contrivances, should be avoided, and that the children should be admitted to the shelves. If it is thought advisable to exclude them, a larger space must be given outside the counter, while the bookshelves may be arranged more closely within.

In the recommended open shelf library a simple counter, with a wicket on either side of it and a small enclosed space behind, furnishes the administration space. The young readers are passed through one wicket, which opens by a lever controlled by the librarian's foot, and they are locked in the library until they have chosen their books, and are allowed to pass out through the opposite wicket, which is controlled in a similar manner, after the book chosen has been charged to them.

The bookshelves should be arranged to secure the maximum of space, light, and oversight. It is best to arrange them round the walls, and, given space, the centre should be occupied by

standard cases. Between such standard cases a space of at least 3 feet is desirable.

A framed plan of the library, showing in colours the arrangement of the cases, and accompanied by a very simple and brief synopsis or explanation of the classification, should be placed in a prominent position within the entrance wicket. The actual arrangement of the books we have described in Chapter IV.

In the open-shelf library the method of recording the issue of books will be what is known as card-charging. Every book is furnished inside the front board with a small manilla pocket into which is inserted a card bearing the accession number, the classification number, and the author and title of the book. Each child possesses an admission card, or "borrower's ticket," which is longer than the bookcard and is shaped in its lower part into a pocket into which the bookcard may be inserted in such manner that all the particulars on the bookcard are visible. When a book is borrowed the librarian abstracts the bookcard from the pocket in the book, and amalgamates it with the borrower's ticket. The "charge" so made is arranged in a narrow tray specially made for its reception, and at the end of the day the whole of the charges are sorted into the order of the classification numbers, and within that number are again sorted into alphabetical order of borrowers' names. They are then placed behind a guide bearing the date of issue. Each book bears a label ruled into squares,

in which the librarian stamps the date of issue. When the book is returned the label is consulted and the child's name is asked ; the librarian looks for the charge, first under the date, then under the classification number, and finally under the child's name ; divorces bookcard and borrower's ticket, replaces the former in the book, and gives the latter to the child, who retains it while choosing another book. There are several minor variations on the arrangement of card charges which need not be explained. The method is the most rapid yet devised, and with it it is possible to charge or discharge books at the rate of several a minute.

The indicator, used in libraries from which children are excluded, is an ingenious contrivance consisting of a little tin receptacle bearing the number of the book at one end in red and at the other end in blue, into which fits a little book-ticket bearing particulars of the book and spaces for recording its issue. These receptacles are fitted in numerical order into a frame, and when a book is available a red number is presented to the public side and a blue to the staff side of the counter, and, of course, *vice versa*, when it is not available.

A more primitive method of charging, which we do not recommend where the issue is more than a score of volumes daily, is an issue sheet ruled into columns, in which the date, number of the book, and the name of the borrower, respectively, are entered. These sheets are arranged chronologically. This method is slow and cumbrous.

The hours of opening the lending library will, of course, come within those in which the children's department is open ; but the actual hours will be determined by the probable demand and by the staff available. It is clear that a busy children's department, with reference and lending libraries and reading-room, will require a good deal of supervision. Perhaps from 4.30 to 7.30 in the evenings are the most suitable hours for the department. The rules should be brief. Children should be admitted on the recommendation of a ratepayer or the head teacher. They should be allowed to retain books two weeks. The ordinary precautions of cleanliness and care should naturally be required.

The following rules are an amalgam of those in force at Islington, Hackney, Glasgow, and Liverpool :—

1. The children's library is open every weekday from 4.30 p.m. to 8 p.m.
2. Boys and girls from nine to fourteen years of age may receive tickets on obtaining the recommendation of a householder, their head teacher, or a member of the Libraries Committee.
3. One book may be borrowed weekly on the day mentioned on the borrower's ticket ; on no other day will books be issued. Books may be returned any day.
4. Fifteen days, including days of issue and return, are allowed for reading books.

At the expiry of that period books may be renewed, if not wanted by other readers, on notice being given at the library. A fine of one penny per week, or portion of a week, is recoverable for books retained beyond the time allowed ; or the borrower's ticket may be suspended or withdrawn.

5. Borrowers are responsible for the care of books ; they must protect them during carriage to and from the library ; they must not soil or turn down the leaves, or mark books in any way. Any damage or mark noticed in a book should at once be reported. Borrowers must on no account attempt to repair damaged books.
6. Borrowers are cautioned against losing or transferring their tickets, as the owners are responsible for any improper use made of them.
7. In case of infectious disease, books must on no account be returned to the library, but to the Medical Officer of Health. Notice of infectious disease should be given to the librarian immediately.

The more important of these rules may be reduced to some such simple form as the following, and printed on a small label, which can be pasted on the inside front board of each book :—

The library is open every weekday from 4.30 p.m. to 8 p.m.

You may change books only on the day named on your ticket; but you may return them any day.

The book is due on the day last stamped on the date-label. You may renew it for another fortnight on giving notice at the library. A fine of a penny a week, or part of a week, will be charged for books kept longer than the time allowed.

Children with dirty hands will not be allowed to borrow books.

Do not turn down the leaves; do not wet your fingers when turning over leaves; do not read book at meal-times. Put covers over books when carrying them in wet weather.

Be careful not to lose or to lend your ticket, as you are responsible for the wrong use of it by other people.

When there is any infectious disease at home, do not bring the book to the library, but tell the librarian at once, and you will be told what to do with the book.

It is desirable to remove all unnecessary barriers between the books and the child. The head teacher's recommendation cannot be expected to be more than a moral guarantee for the child; financial responsibility for loss or damage should

not be demanded. In the case of wilful damage to, or loss of books, or of undue detention, fines covering the value should be recovered from the parents or guardians; and the co-operation of the teachers should be sought to recover lost or detained books. When this is unsuccessful, or when the teacher specifically recommends the course, the child's ticket should be suspended or cancelled. The library must be prepared for some losses in this direction, although they are remarkably few.

A child wishing to detain a book longer than a fortnight should be permitted to do so, if the book is not immediately wanted by another child, on giving notice at the expiry of the fortnight.

Although books may be returned at any time, it is the general opinion that no child should have more than one book a week. It is held that the average child cannot do his home-work and remain in good health if he reads more than one book a week. Moreover, the object of the library is not to produce book-worms.

Reference Libraries

The common ideal of the children's room is to provide for the poorest child the equivalent of a private library, with its quiet, and the privilege of using the best books at will. To realise this fully, some part of the department, a room or a corner of the larger reading-room, should be set apart as a reference library, with special arrange-

ments and safeguards for the more seriously purposed youngster. It must be remembered that many children have homes where such study as cleverer children wish to engage in is inconvenient or impossible, and the public library is justified in providing the space and accessories for home-work, for preparing school compositions, for giving facilities to those who wish to become authors, and beyond this, for inviting the child to seek information on any subject whatsoever.

For this department it is well to have small separate writing-desks, or tables with divisions so arranged as to give each child as much privacy as possible. The chairs or seats should not be school forms, but should be comfortable, with backs to them.

The hours of opening may coincide with those of the children's reading-room, and there is not the need to restrict the use of this department in the way the use of the lending department is restricted. Any child who is permitted to enter the children's room should be allowed to use the reference room or corner at the discretion of the librarian. A little tactful oversight will assure her that a legitimate use is being made of the privilege. It is, of course, necessary that a merely curious use should not be made of it to the exclusion of youngsters who have some definite purpose.

It may be necessary at times to impose a time-limit on the use of particular books. This should not be less than half an hour in the case of books

requiring continuous reading, or ten minutes in the case of dictionaries and the more rapid reference books. Should this necessity arise frequently in regard to a particular book it is a clear indication that not enough copies are available, and that they should if possible be provided.

At certain of the tables, and perhaps at all, the use of ink may be permitted. Notices requiring care in its use in order that the inking of books may be avoided should be placed on each desk. Sunk inkwells with turned in safety apertures should be preferred. Tracing of plates should only be allowed by permission, and when granted the child should be given a sheet of talc to place between the plate and the tracing-paper. It may be desirable, too, to furnish the room with such accessories as pens, rulers, a T square, compasses, erasers, and scrap-paper, which may be given to children on request. Some libraries provide glasses for the use of the defective sighted. Of course a note will be made of these objects to secure their return, otherwise it will be found that they will disappear in a remarkable manner.

The books should be in cases close at hand, and the selection is a matter demanding careful attention. Several good dictionaries, a standard encyclopædia, atlases, a good encyclopædic geography, a year-book or two, a biographical dictionary, a gazetteer, and books of synonyms are works that should obviously be provided. We append a list of suitable books.

Suggested Reference Books for a Children's Library

The works listed are not necessarily juvenile in character, but are such as will be used by children. The arrangement is that of the classification in Chapter IV.

GENERAL WORKS

Chambers, R. Book of Days: a Miscellany of Popular Antiquities in connexion with the Calendar. 2 vols. Chambers, 21s.

Century Dictionary and Encyclopædia. N.Y.: Century Co., 333s.

Chambers's Encyclopædia. 10 vols. Chambers, 100s.

Poole, W. F., and Others. Index to Periodical Literature (1815–1899). Abridged edition. 1901. Kegan Paul, 50s. net.

RELIGION AND MYTHOLOGY

*Book of Common Prayer.

*Bible. Reference edition. Cambridge University Press, 5s. 6d.

*Bible. Revised Version. Cambridge University Press, 7s. 6d.

Child's Bible. Illustrated. Cassell, 7s. 6d.

*Cruden. Complete Concordance to the Old and New Testaments. Edited by William Youngman. Warne, 7s. 6d.

Hastings, James, and Others. Dictionary of the Bible. Clarke, 20s.

Smith, Sir William. Smaller Dictionary of the Bible. Murray, 2s. 6d.

Clarke, H. A. Guide to Mythology. Stanley Paul, 5s. net.

SOCIOLOGY.

CIVIL SERVICE YEAR-BOOK AND OFFICIAL CALENDAR. (Annually), 2s. net.

COURTNEY, Lord. Working Constitution of the United Kingdom. (Temple Primer.) Dent, 1s. net.

*HARBOTTLE, T. B. Dictionary of Battles. Sonnenschein, 3s. 6d.

CALTHORP, D. C. English Costume. 4 vols. Black, 30s. net.

LANGUAGE

*ANNANDALE, CHARLES. Concise English Dictionary. Blackie, 3s. 6d.

AUGE, CLAUDE. Petit Larousse Illustré: Nouveau Dictionnaire Encyclopédique. 1910. Paris: Librairie Larousse, 5s.

CENTURY CYCLOPÆDIA OF NAMES: a Pronouncing and Etymological Dictionary of Names in Geography, Biography, Mythology, History, Ethnology, Art, Archæology, Fiction, etc. N.Y.: Century Co., 41s. 8d.

*FALLOWS, Rev. SAMUEL. Complete Dictionary of Synonyms and Anonyms. Revell, 3s. 6d. net.

FLUEGEL, J. G. Complete Dictionary of the German and English Languages. 3 vols. Dulau, 45s.

*LIDDELL, H. G., AND SCOTT, ROBERT. Greek-English Lexicon. Oxford: Clarendon Press, 36s.

OGILVIE, JOHN. Student's English Dictionary. Blackie, 4s. 6d. net.

ROGET, P. M. Thesaurus of English Words and Phrases. Longmans, 9s. net.

*SMITH, Sir WILLIAM, AND HALL, T. D. Smaller Latin-English Dictionary, for Junior Classes. Murray, 7s. 6d.

—— Smaller Latin-English Dictionary. Murray, 7s. 6d.

SPIERS. New General Dictionary: English-French, French-English. 2 vols. 1905. Nutt, 20s.

MEIKLEJOHN, J. M. D. The English Language: its Grammar, History, and Literature; with Chapters on Composition, Versification, Paraphrasing, and Punctuation. Meiklejohn, 4s. 6d.

MATHEMATICAL AND NATURAL SCIENCE

CHAMBERS, W. R. Mathematical Tables. Chambers, 4s. 6d.

HALL, H. S., AND KNIGHT, S. R. Elementary Algebra for Schools: with Answers. Macmillan, 4s. 6d. net.

HALL, H. S., AND STEVENS, F. H. Euclid's Elements, Books I.–VI., XI., and XII. Macmillan, 4s. 6d.

PENDLEBURY, CHARLES. Arithmetic. Ball, 4s. 6d.

BALL, Sir R. S. Popular Guide to the Heavens: 83 Plates, with explanatory Text and Index. Philip, 15s. net.

BALL, Sir R. S. Story of the Heavens. Cassell, 10s. 6d.

GORE, J. E. Astronomical Glossary. Lockwood, 2s. 6d.

CHESTER, A. H. Dictionary of the Names of Minerals: History and Etymology. Chapman, 15s. net.

BONSER, A. E. Cassell's Natural History for Young People. Cassell, 5s.

FURNEAUX, W. The Outdoor World. Longmans, 6s. net.

LYDEKKER, RICHARD, Editor. Royal Natural History. 6 vols. Warne, 75s.

*WHITE, GILBERT. Natural History of Selborne. Edited by Richard Kearton: with Notes. Cassell, 3s. 6d.

WRIGHT, E. P. Cassell's Concise Natural History. Cassell, 6s. net.

*STEP, EDWARD. Wayside and Woodland Blossoms: a Guide to British Flowers. 2 vols. Warne, 12s. net.

*—— Wayside and Woodland Ferns: a Pocket Guide to the British Ferns, Horsetails, and Club-Mosses. Warne, 12s.

*—— Wayside and Woodland Trees: a Guide to the British Sylva. Warne, 6s. net.

SOUTH, RICHARD. Butterflies of the British Isles. Warne, 6s. net.

HUDSON, W. H. British Birds. Longmans, 6s. net.

KEARTON, RICHARD. British Birds' Nests and their Eggs : how, when, and where to find them. Cassell, 14s. net.

NEWTON, ALFRED, AND GADOW, HANS. Dictionary of Birds. Black, 16s.

USEFUL ARTS

MILES, EUSTACE. Cassell's Physical Educator. Cassell, 9s.

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*Gardiner, S. R. Student's History of England: to 1901. Longmans, 12s.

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*Low, S. J., and Pulling, F. S., Editor. Dictionary of English History. Cassell, 9s. net.

Sanderson, Edgar. History of England and the British Empire. Warne, 5s. net.

CHAPTER VIII

FURNITURE AND FITTINGS

THE factors governing the choice of furniture in a children's room are the cardinal ones of strength and durability, and scarcely less important are economy of space and suitability to the architecture of the room. It is false economy to provide shelves, tables, or chairs in a public building of cheap or inferior materials or workmanship; moreover, the effect of such furniture is mean and inimical to the ideals we have supposed to be desirable in the department. The hard woods—oak, mahogany, or walnut—should be chosen for the bulk of the furniture.

The wall fittings of the room are screens on which to display pictures, and below them, if it is thought desirable, may be reading slopes, on which the larger periodicals may be fastened by rods. Some of the wall should be left blank, and have a white enamelled surface to serve as a permanent screen for the projection of lantern pictures.

The screens should be of some soft wood, covered with green baize, and framed in a hard wood. The soft wood is necessary for holding drawing-pins

and similar agents for fastening prints and pictures. We have seen screens which have been made by merely stretching baize on a batten frame, with the result, of course, that pictures could not be fastened to them.

The wall slopes may be about 2 feet wide, and should project from the wall at an angle of 45 degrees. The height from the ground should not be greater than will permit of the readers using the periodicals while sitting. It is not desirable that children should stand to read periodicals in the manner which is usual in public newspaper rooms, on account of the fatigue and of the shuffling and noise involved. As there will be a considerable amount of leaning on these slopes, they should be of the stoutest possible materials.

Shelving has exercised the ingenuity of several designers ; and the materials used are steel, steel and oak, and the various hard woods mentioned above. Deal and pine are sometimes used, but they rarely present a pleasing appearance after a few years of wear. Steel shelving has proved very satisfactory, first because of its fireproof quality, and secondly, because of the minute adjustments it permits. Such shelves are made by Libraco, Mr. A. W. Lambert, and the Eagle Ironworks, Oxford. The adjustment is secured by the free running of the shelves on what are virtually projecting rails of steel on either side of the shelves. The shelves may be moved upwards by simple pressure, but are arrested in moving downwards by a simple but sufficient catch, which can be

manipulated by the thumb. By these means the shelves can be adjusted to any vertical depth desired. As it is sometimes advisable to have shelves of varying depths, this is no mean advantage. Wooden shelving is sometimes fitted with an adaptation of these rails. The most popular form of adjustment in wooden shelves is known as the Tonks fitting. It consists of two parallel strips of steel, with slots at regular intervals of one inch or less, let into the two sides of the bookcase. Into these slots are fitted small metal pegs which project and support the shelves. The pegs can be moved up and down as desired. Other forms of shelves exist in great number, but they present no distinct advantages over the two described.

The extreme height of the cases should not exceed 7 feet, and 6 feet 6 inches is to be preferred. Each shelf should be 3 feet in length; longer shelves have a tendency to sag in the centre; shorter shelves involve, in the whole library, an appreciable loss of space. The space between shelf and shelf should be about 10 inches, and larger shelves for larger books, which may be at the bottom of each tier or in separate cases, should be 14 inches or more. At the foot of each case should be a step or plinth to prevent children stepping on the lower shelves; and on the rigid uprights of the cases handles should be fixed to enable children to raise themselves in order to reach the highest books without clinging to the shelves.

The movable furniture of the room is again

governed by the shape of the room. In a rectangular room with top or well-diffused lighting, the position of the tables hardly matters, providing that the gangways permit the easy and noiseless circulation of readers about the room. Some librarians favour round tables; others object to them, principally because they do not permit quite the same facilities for the display of periodicals. Either form is good, and circumstances will determine the choice in particular cases. Round tables have flat tops usually; rectangular tables are flat, or may be made to slope downwards from the centre to the sides, with a small ledge at the bottom to prevent the periodicals falling off. It should be remembered that the shorter the table the better, 6 to 8 feet being a suitable length; and, if the readers are to sit opposite one another, they should be at least $2\frac{1}{2}$ feet wide. They should not be so high as those provided for adults. The following measurements are recognised in schools as suitable for tables and seats :—

Age.	Height of Table.	Height of Seat.
5–8	21 in.	12 in.
8–12	23 in.	$13\frac{1}{4}$ in.
10–14	$25\frac{1}{4}$ in.	$14\frac{1}{4}$ in.

It is probably advisable to make tables and chairs all of one height, and $25\frac{1}{4}$ inches for tables, and $14\frac{1}{4}$ inches for seats will be found suitable. Some

libraries have rather higher furniture, and in the Islington libraries uniform heights of 27 inches for tables, and 17 inches for chairs are said to be satisfactory. Each periodical and reader may be supposed to require 3 feet of lateral space; and there should be rather more than 3 feet between each table, and quite 4 feet if the space is to serve as a gangway.

In some libraries forms or seats without backs are provided, to the great discomfort of the readers. It may be assumed that chairs approximating to the domestic Windsor type, but stronger, if possible, are the best. In any case seats are better for having backs, and the lack of them is one incentive to fidgeting. Chairs are of all styles and prices, from the Ibex, which costs about three shillings, to chairs costing thrice that amount. A brief specification of those used by the Islington libraries is given below.[1] In addition to chairs at the reading-tables, isolated seats in various corners of the room are occasionally provided. We do not recommend this, as it involves keeping periodicals loose in a magazine rack, from which they can be drawn for reading at these seats. All chairs should be shod with rubber pads to minimise noise.

Labels are essential. Each table or slope should have the name of each periodical projecting in some bold form above the periodical. It is usual to have a vertical ridge on the top of the slope to which the labels can be affixed. Tables have a vertical ridge running the length of their centres

[1] See Appendix 1.

for the same purpose. White lettering on a black background is the most vivid.

A certain number of lock-up cupboards are necessary for storing records, and for a number of administrative purposes. This apparent necessity is often forgotten.

For demonstrations and lectures a blackboard is an indispensable accessory. In the newer libraries and schools these are let into the walls as a permanent part of them. If a movable blackboard is preferred, it is well to have the light-framed type, which can be handled easily.

A necessary provision in any fully equipped children's room is an optical lantern, which must be chosen in relation to the room, and upon the choice of which—as between the various makes—it will be well to secure expert advice. The electric arc lamp, where there is a continuous current, is undoubtedly the simplest although the most expensive form of lantern light. Where the current is of the alternating variety, it requires some skill to produce the noiseless light required in the children's room.

The furniture of the lending library consists of the counter and wickets, or the indicator, as the case may be. The counter should provide enough space for the librarian to work in, and should be shelved to carry records, forms, and the stationery required in the routine, as well as for the temporary storing of the books withdrawn for repair or other purposes. The breadth of the top of the counter should not be less than 1½ feet, in order to accom-

modate the charging trays. A part of the counter should be grilled off to prevent the work of the librarian being overlooked.

The wickets of an open shelf library are worked by a treadle or by a hand push controlled by the librarian from the inside of the counter. The most elaborate and satisfactory wickets are the patent of Mr. A. W. Lambert of Croydon, which have hinges closing by gravitation, can be worked a long distance from the point of control, and have a special form of striking plate for deadening the noise of closing. A pair of such wickets costs from £9 to £10. Less expensive forms are made by the same maker, but this form is specially good.

The materials for card-charging are trays for holding the cards, the cards, and the guides. The trays are 14 inches long, 2½ inches wide, and 3 inches deep, and are furnished with a sliding support for holding the cards in position. The charges are made in some such manner as we have described in our last chapter, and project from the tray. A little above the charges, so that they can be read clearly, project the metal guides which indicate the dates, and the vulcanite fibre guides which indicate the thousands.

The best known and most widely used indicator is the "Cotgreave," made by the Library Aids Co., at Yarmouth; a more compact form is known as the Chivers, which we understand is the invention of Mr. James Duff Brown; and a third form is the Graham indicator, made by Libraco, London.

CHAPTER IX

MUNICIPAL SCHOOL LIBRARIES

PERHAPS the closest link between the Public School and the Public Library is the school library. A Municipal School Library may be defined as a collection of books provided by the Public Authority of a town for use in the higher, elementary, and similar schools under the control of the authority. These collections are formed and controlled in several ways, but the system growing in favour, and the one that will probably become general in the future, is one financed by the Education Committee, but worked and administered by the Libraries Committee of the town. The powers of control have been vested in some towns in the Education Committee and Libraries Committee jointly, and these have appointed an advisory sub-committee, with the librarian as its executive officer, the duties of which have been to select the books, and to deal with the details of administration. The weakness of the method has been the inter-committee friction which has been known to arise, seeing that the Education Committee, being the financing body, has thought it its duty to revise,

and often to reject without sufficient knowledge, the recommendations of the sub-committee. It would be well if a joint committee, drawn in equal numbers from the Education and Libraries Committees and from the head teachers, could be appointed, with executive powers in all matters affecting school libraries, subject only to the condition that it should not exceed the income allocated to its work. It is highly desirable that such school libraries should be under the immediate control of the librarian, as, for the several reasons we have already made clear, the work cannot be said to be within the province of the teacher.

In brief, a small collection of books is placed in each school of a district or town. Each collection contains a small nucleus of books which it is desirable to make accessible to every child, and the rest of the stock should be of the best literature it is possible to obtain, but differentiated as between school and school in order to admit of interchange of books. At the outset the libraries will be small, and the desirable minimum should be one book for each scholar of ten years of age and upwards. It is well to form the schools into groups, according to the number of scholars in attendance, so that the schools with an approximate average attendance fall into the same group. The groups should be further divided into boys and girls. It will be possible by this means to secure once a year, or more frequently if desirable, an interchange between all the units in each group, so that if

there are ten schools in a group, in ten successive years each school receives ten collections. This interchange is not favoured by all teachers, and certainly involves considerable work on the part of the librarian, but it is to be recommended during the earlier life of the libraries while the collections are small. When the libraries grow to about 250 volumes each, it is best to keep them stationary as a whole, and add to them from year to year.

The books are conveyed to the schools in boxes, crates, or baskets, some of which have been specially constructed for this purpose. An ingenious form of box is that designed by Mr. Charles Riddle, the borough librarian of Bournemouth, which forms when open a bookcase of four shelves, the lid and lower half of the box being of equal depth and each being divided by a shelf. The books are held in position by an iron rod running across the middle of the front of each shelf, which can be unscrewed and withdrawn when the boxes are placed into position as bookshelves. Baskets have been found to stand wear and tear better than boxes, and prove more buoyant under the rough handling of porters and carriers. In some systems more elaborate methods of transporting the books by means of special library vans or cars are employed. Each school is equipped with a bookcase for storing and displaying the books.

The method of administering the libraries may be briefly described. The purchase and preparing

of the books is done at the public library. Each book is stamped with a rubber, embossing, or perforating stamp, identifying it as the property of the school libraries, is cut, and a label bearing the name and a brief abstract of the rules is inserted inside on the front board of the cover. The books are then catalogued and classified, and a catalogue of the whole stock is kept at the central depôt. The question of cataloguing is a difficult one, as the catalogue is naturally one of many small collections, and must show the number of copies of each book, which are often very many, and where they are located. Experience would seem to favour the card catalogue for this purpose. Each library could be noted by a letter or combination of letters of the alphabet, and on the catalogue card the symbols of the libraries which contained the book would be written. The catalogue should be kept in author and in classified form. Each book should have a tag at a uniform place on the cover, on which the classification symbol should be written. The procedure at the schools has usually been that the head teacher assumes the responsibility for the display and issue of books, but usually appoints one of the assistant teachers in the capacity of school librarian to do the actual work. As a rule the books are issued and exchanged once a week, and the method of issue may be a modified form of the ledger or issue sheet system, or by card-charging. The ledger system, or ledger sheet, simply consists of pages ruled into columns, the

first column giving the date of issue, the second the number of the book, the third the name of the borrower, and the fourth the date of return. The method involves a large amount of writing, and is consequently slow and not to be recommended. Card-charging has already been described in Chapter VII. Each school should have a supply of borrowers' tickets and issue-trays. Bookcards, however, should only be made out by the expert assistant at the library. Monthly returns of the issues, in a simply classified form, should be forwarded by the school librarian on a specially printed card, on which there are blanks for the librarian to state wants, in the shape of stationery and other matters, books that need repair, or rebinding, or have been lost. Stocktaking should take place in the weeks prior to the summer vacation. The school librarians should be required to check their books by the bookcards or other records, and should render reports on books missing, worn-out, defective, or wanting binding. The books should then be overhauled by the libraries' staff and an interchange made between the schools. The long vacation permits of the rebinding and the replacement of worn-out books, and allows the schools to recommence with new libraries.

School libraries should not be started without a carefully systematised scheme, as many problems arise which cannot be dealt with without some such scheme. The first problem here is again the financial one, which governs the amount of staff

that can be detailed to the work, and the extent to which books can be added. In small towns it is usually expected that the ordinary staff of the public library will cope with the work, but it is necessary that one person should be specially trained in its details, and this is a heavy tax for the generally understaffed libraries of the country. In larger towns a special libraries' assistant or special staff is essential. It has been found that the minimum cost of establishing and maintaining school libraries to meet the bare needs of a town with sixty schools has been an initial sum of £400, and an annual sum thereafter of £250. The £400 was sufficient for the purchase of 2000 books, a nine-drawer cabinet for the catalogue, sixty cloth-covered charging trays, a stock of borrowers' tickets and bookcards, fifteen specially constructed boxes for conveying books, and such stationery as was necessary for the first year's working. Shelving and space were provided by the public library. From the £400 was drawn the first year's salary of a special school libraries' assistant, a lady who received the inadequate sum of £60. This particular library was fortunate in securing the services of a trained teacher, who had, however, to be specially trained in the library part of her duties. The annual income of £250 has been expended on the following estimate :—

	First Year.	Second Year.	Third Year.	Fourth Year.	Fifth Year.
	£ s.	£ s.	£ s.	£ s.	£ s.
Petty Cash .	5 0	5 0	5 0	5 0	5 0
Stationery. .	5 0	2 0	5 0	5 0	5 0
Cartage . .	6 10	7 0	10 0	10 0	10 0
Office Fittings	5 0	5 0	6 0	5 0	5 0
Binding . .	12 0	32 0	54 0	61 0	50 10
Books . . .	156 10	139 0	110 0	104 0	114 10
Salaries . .	60 0	60 0	60 0	60 0	60 0
	250 0	250 0	250 0	250 0	250 0

In early years the bulk of the income was devoted to the buying of new books, in succeeding years, as the comparative figures show, a gradually rising proportion was devoted to rebinding, and at least one-fifth of the books' money after the third year must be considered as having been spent in the replacement of books that had been worn out. Office expenditure, over and above the salary of the special libraries' assistant, was very small, and there was usually a substantial balance on the £10 allocated to petty cash and stationery, which was transferred to the book fund. It is only too clear from these figures that our ideal of a minimum of one book for each child of ten years of age and upwards could not be realised until after several years of working in this system of libraries.

In purchasing books, a sufficient number of copies of each work should be bought to secure

its appearing in every school library for one year, or part of a year, during the school life of each child. This is a factor to be carefully borne in mind.

The rules governing the issue and return of books should be simple, and the fewer the better. The following have been found satisfactory :—

Books shall be lent, and may be returned, at least once a week on a regular day, at a time fixed by the head teacher.

Books may not be kept longer than fourteen days, at the end of which period they may be renewed at the discretion of the school librarian.

Books must be kept clean and used carefully. Any imperfection, or any damage done to or found in, books, must be reported when the book is returned to the school librarian.

The school librarian may withhold books from any scholar for neglect of the rules.

It is found that the authority of the teacher is usually sufficient for securing the proper care of and punctual return of the books. When, however, the book is wilfully damaged, or lost through the carelessness of the borrower, the head teacher should be requested to make an effort to recover the net value from the parents. This will cause the parents to exercise some control over the child's treatment of the books. In many cases it will be impossible or undesirable to press this rule,

and a small amount every year must be allowed for loss of this kind.

Great care should be exercised in the case of books borrowed from homes where there is, or has been, infectious disease. The ideal would be to destroy the books in every such case, but if this is not possible, the sanitary authorities should quarantine the books that have been in such homes, and thoroughly disinfect them before they are again circulated, and no further book should be issued until the homes involved are certified as being free from infection.

It should be the business of the special libraries' assistant to make periodical visits to the schools, to instruct the school librarians in the method of issuing books and keeping the records, to show

SUPPLIES WANTED Book pockets Borrowers' tickets Tags Vouchers	CHIEF LIBRARIAN CENTRAL LIBRARY TOWN HALL NEWTON.
Repairs dealt with vols. Repairs put aside vols.	
(*Signed*) ..... *School Librarian.*	

Front of Monthly Returns' Card, 5 *in.* × 3 *in.*

them how to make small repairs, and to attend to the details which inevitably arise from time to time.

The monthly return of issues should be made on a card and posted at the end of each month, as shown in the first two examples ; and the annual stocktaking record is also best made on a card, as shown in the third and fourth examples.

..... *School Library*										
ISSUES for the Month of..... 19..										
	0	1	2	3	4	5	6	7	8	9	Totals
1st week											
2nd week											
3rd week											
4th week											
5th week											
NUMBER OF BORROWERS.											

Reverse of Monthly Returns' Card, 5 *in.* × 3 *in.*

School Library .....19..... I have checked each book in this Library with the corresponding book pocket, and certify that the volumes sent to me, viz. : are complete, with exception of those named over. I have laid aside volumes as worn out, imperfect, or needing repair. (*Signed*) ..... *School Librarian.*	CHIEF LIBRARIAN CENTRAL LIBRARY TOWN HALL NEWTON

Front of Stock-taking Card, 5 *in.* × 3 *in.*

NUMBER.	AUTHOR.	BRIEF TITLE.	REMARKS.[1]

[1] Use this column for explanation why missing, employing following abbreviations :—*l*=lost by borrower; *r*=returned to Public Library for repair; *s*=at Sanitary Department; *m*=missing and unaccounted for.

Reverse of Stocktaking Card, 5 *in.* × 3 *in.*

CHAPTER X

LECTURES TO CHILDREN

It needs but small experience or even reflection to convince that the successful lecturer to children must possess certain of the qualities of the lecturer to adults and certain additional qualities. We must remember that the child has faculties only half developed, is a bundle of misdirected curiosity, is generally a person with few fine instincts of courtesy, is, in fact, in the savage period. There is no more keen and penetrating critic; he goes straight to elemental facts, and he is intolerant of errors. It is most disconcerting for a lecturer to be corrected on a point of fact by a sharp boy, and we have seen this not once or twice. The lecturer to children must be accurate. A few primary facts in connexion with library lectures to children may be admissible. The human boy delights in all subjects mechanical — railways, airships, the telegraph, or electric tram; he loves adventure of all types; he will endure even geology if a sufficient number of dinosaurs and like creatures add pictorial excitement. The girl, on the other hand, is more difficult to interest; even lady

lecturers prefer to address boys, and when they are addressing boys and girls do almost invariably devote their greatest attention to the boys, leaving the girls to take care of themselves, in a most uncomplimentary fashion. If proof of a girl's utter lack of curiosity as to mechanical contrivances were needed, it would soon be gained by watching a number of girls at a lecture on such a thing as the steam engine, or even upon the sewing-machine. She will behave better than the boy, but that is because of finer feeling; her boredom is excessive and visible. Experience leads us to believe that literary subjects, biography, history, and travel in particular, are of interest to girls; they like adventures, too, until they are about fifteen, and then they become indifferent. There is a fairly wide range of subjects interesting to boys and girls alike. The tale of travel well told engrosses them; history, and some branches of natural science, particularly the life of the gardens and the fields, are also safe subjects; but inventions, industries, or any subjects relating to civics are of no attraction for the girl.

In arranging lectures for children it is always well to make frequent use of the lantern. There are objections to it; children will discuss the slides; they break the thread of the discourse, and too often the lecture degenerates into a mere series of comments on the slides. But the pictorial projection of a subject has a concrete and mnemonic value which far outweighs any objection to it. Only a good lecturer can draw a verbal picture of

a battlefield, or a piece of mechanism, and then the vivid imagination of the child is apt to interpret it wrongly; but the picture gives the correct conception, and writes it with some hope of permanency upon the mind of the child.

Lectures are usually arranged by co-operation between the head teachers in the schools and the librarian. In one town, Cardiff, the education authorities have gone so far as to make a grant for the support of library lectures, including lectures to children. Admission may be by ticket distributed to the children by the head teacher—a wise proceeding, because it ensures the best use of the tickets. The demand for these is nearly always greatly in excess of the supply. In Croydon, where the accommodation is only 360, the average demand for each lecture is 1300. Consequently, every batch of tickets sent to a school is marked with a letter individualising the school; a register is kept at the library of the use made of these tickets, and any school not making use of them is requested to return them, so that they may be placed elsewhere. But there is seldom need of recourse to this request. It is clear that the purpose of these lectures is to interest the children in the library; it is equally clear that the librarian must not in any way usurp the teacher's functions. Therefore, only children of twelve and upwards, who are nearing the end of their elementary school career, are catered for; these will develop, it is hoped—in fact, it is proved that they do develop—into public library

readers through the influence of the lectures. Story-telling is another matter; it is an end in itself, and stories may be told to younger children.

There are usually doubts as to whether the audiences of children should be mixed. Experience proves that they may easily be so, but it is wise to divide the boys and girls equally, giving one half of the room to each. If a request for the presence of teachers is made a few will usually be present. These are supposed to ensure discipline, but we have doubts of their success; for children have small reverence for teachers from schools other than their own; and in spite of the "silence" lantern slides that are sometimes used, and the various other methods of securing order, the discipline must depend ultimately upon the lecturer himself. But the cardinal objection to the presence of teachers is that they introduce the atmosphere of the school, which is quite undesirable outside the school. As the lecture to the adults, the lecture to the child should not be a matter of direct teaching, but of suggestion and stimulation only—a gentle leading into pleasant pathways where the child will pluck what flowers he fancies, rather than a harsh driving along a dusty roadway. Hence, the lecturer should be untrammelled by scholastic influences. It is also an advantage to have quite informal lectures; personally we prefer there not to be a chairman; we would rather make our own introduction to children without an intervening mind, however

able. On the other side, it is wise to attempt to interest the leading citizens in this work—and no work of the libraries is capable of arousing more interest—and it is well to get a member of the Education Committee or a Town Councillor to preside. Such a lecture is often a revelation to him, and sometimes secures a valuable convert to the cause of the library, no despicable consummation. It must not be supposed, because teachers and chairman are considered not always desirable, that the lecture-room should be allowed to degenerate into an undisciplined liberty hall. The discipline should be real and severe ; an order once given should be adhered to at however great inconvenience. Boys soon discover whether one is in earnest or not, and behave accordingly. Some librarians think it necessary to have a uniformed janitor or some similar person quietly parading the room during the lecture ; this is distracting to the lecturer—who wonders all the while whether he could really interest the children without the restraining influence of that grim official—and to the children, who are eternally on the alert for his coming and going.

We may be permitted to add, for what they are worth, a few lessons we have gained from experience—lessons, we think, not to be found in books of elocution.

Begin the lecture in a very subdued voice ; it arrests attention, and the noisiest audience of youngsters hushes to hear the opening remarks. The elocutionist tells you to begin with a sonorous

fortissimo attack ; this may be true of recitations —the reverse is true of the lecture to children.

Be colloquial and eschew oratory is a golden rule. A fine phrase rolled out with due appreciation of the vowel variations may be admissible here and there, but to strain after effects ends in unreality, and bores the children unutterably ; their instinct for discovering the sham and artificial must have amazed all those who have talked to them for the first time. Moreover, the boy who discovers it, will apprise you of his discovery by audible remarks and jibes which are, to say the least, disconcerting. Part of the interest must, of course, be derived from the subject, but even more may be derived from the treatment. Become a big boy merely in addressing boys, beware of subtle humour, let it be of the harmless half-brick variety, and avoid irony or sarcasm as inventions of the Father of Evil. Youngsters have gaped at our finely prepared irony, and whispered things amongst themselves which have taught us to consider the fitness of things in salutary bitterness. The question of humour must be returned to in this connexion. The youngsters do not understand irony, but the grotesque, the abnormal, deformity, and other ugliness often appeal to them as irresistibly funny. An old lady tumbling off a chair is the essence of humour. We have seen an audience of two hundred children go into shrieks of laughter with complete unanimity upon the appearance upon the screen of a portrait of Lord Bacon with the Elizabethan ruff round his neck. The picture was hideous

enough, it is true, but its humour was not so apparent. The picture of a dinosaur or other pre-deluge animal produces the same result. It is clear that in choosing lantern slides much care should be taken to secure those lacking these special potentialities of provoking mirth. Unseasonable humour in child or lecturer often spoils the whole effect of a lecture.

The difficult question of discipline has been touched upon already; it is the test of the lecturer's ability. It may be confidently asserted that uneasiness in children is a symptom of boredom, of an attempt on their part to distract the mind from the annoying or dull proceedings with which it ought to be occupied. Although this is true, the fault lies as much in the youngster as in the lecturer; few subjects are so engrossing that the attention will not for an instant wander during the whole of the hour devoted to it, and attention to the lecturer must be insisted upon. To keep perfectly cool, to be completely master of the audience, are essentials, to stop dead immediately any talking is heard.

The greatest source of annoyance is the habitual discussion which arises whenever a new slide appears. The lecturer should halt immediately, however interesting the matter in hand may be; it is fatal to attempt to talk against a talking audience. We have seen a large number of careless youngsters, chattering recklessly about the slides, and wandering in mind anywhere except in the direction of the lecturer's thoughts,

galvanised into tense attention by a sudden and unexpected pause. Very similar results can be obtained by raising or lowering the tone, or slackening the speed of delivery; but these are methods to be learned only by experience. Nervousness is a misfortune in any one lecturing, but in spite of what we have said, we have found children fairly indulgent to nervous lecturers, providing their matter had interest in it. Such nervousness soon wears off. Another distraction may be found in the instrument by which a change of slides is indicated. The castanet is about the worst form of signal; usually the lecturer holds it behind his back and snaps it when he requires a new slide. Often, through the muscular nervousness which affects even self-possessed lecturers, he snaps it at times when he does not mean to do so, and at the best it is a distraction, as the children usually cannot connect the change of slide with its crack, and are disturbed every time it is used. The very best form of signal is a word or phrase agreed upon by the lanternist and lecturer, which should be naturally introduced when necessary. Other methods are a tiny muffled electric bell, which the lecturer presses at his desk and which rings at the lantern just loud enough for the operator to hear; or a coloured light, which is worked like an electric bell, the light instead of the ring being received by the operator. Another method, but somewhat theatrical and therefore doubtful, is the drawing of the pointer at a given diagonal across the lantern screen.

Other points to be noticed are the average youngster's eating propensities. He often comes supplied with nuts and lollypops, which he cracks and nibbles all through the lecture, to the envy and discontent of his less fortunate neighbours, and to the great dismay of the cleaners, who find their sweeping complicated by broken shells and various sticky messes all over the floors. From the first this eating should be forbidden; the youngsters soon learn to do without this succulent sustenance. Then there is the disorder of leaving the lecture-room. No child should be permitted to leave during the lecture except for a satisfactory reason; at the same time the reason should be judged by a competent person. At the close of the lecture the boys will remain seated until the girls have left row by row, beginning at the end of the room nearest the exit. This will cause some trouble at first, but a slide can be put upon the screen giving the order to this effect, and the children soon learn to obey.

CHAPTER XI

THE STORY-HOUR

A MEANS of attracting the attention of children, especially the younger ones, to the best books is the actual telling of suitable stories. This work has been refined to an art in some schools in this country and in both school and children's library in America. In practice it is the gathering of a group of children in the most informal manner, and telling them a story that possesses a timely interest, connecting the story if possible with the book from which it is taken. Thus the Hallowe'en stories are told at Hallowe'en, the St. Agnes' legend on St. Agnes' Eve, the story of King Wenceslas and similar stories at Christmas-time. These are usually illustrated by pictures. Story-telling in children's libraries has a large vogue in the United States, but in England it has few advocates. It is contended by most English librarians that stories are told to young children who are not old enough to make use of books; that its aims and results are psychological, developing the emotions and the imagination, rather than literary, and therefore story-telling is the province

of the teacher and not of the librarian. The line of demarcation is, of course, fine, and it is well for the librarian not to attempt to repeat the work of another profession; but something may still be said for the story-hour in libraries. To begin with, story-telling is not the regular practice of elementary schools in England, although it is of kindergarten schools, and the story can always be told in libraries with a distinctly connecting reference to books, a course which cannot be followed in schools, where the teacher memorises the story and tells it with only the psychological aims we have mentioned in view. Children's libraries are at present so attractive to children that children of every type throng them, and many who have not acquired the reading habit come to the library in the hope of amusing themselves in any way except in reading. These may be led to cultivate literary habits by being persuaded to listen to good stories. They need little persuasion as a rule; the human child is a story-telling and story-hearing animal; and American librarians claim to have produced many intelligent readers, out of such unpromising material as the casual and merely inquisitive child who comes for amusement, by the story-hour. The greatest objection to story-telling is the story-teller. Theoretically the story-hour is a presenting of one of the classic tales or legends of Andersen, Grimm, or some other writer, with its beauty of thought and imagery intact; practically it may occur that a well-meaning but incapable librarian may give a garbled

version, destroying much of the beauty and force of the original. But even this is met by the reply that perfection in story-telling is well-nigh impossible, that if the story creates impressions and memories that enrich the mental life of the child it serves a useful purpose, although it may not be presented in its pristine beauty; and, after all, the defects of individual story-tellers are no argument against story-telling. It is wise, however, only to allow the competent story-teller to undertake such work. Care must be exercised in the choice of stories, as in the mode of telling them. Fairy stories are always favourites with children of all ages, but the modern animal story, such as several episodes in Jack London's *Call of the Wild*, or Fitzpatrick's *Jock of the Bush-veldt*, or in the works of Seton Thompson, have enormous popularity with children; and the qualities which go to make the success of the child's book, as touched upon in our first chapter, are necessarily those of the successful tale that is told. Beware of rude, ugly humour, and of the harrowing story in particular. Older girls have often a liking for pathetic stories, and find a strange solace in tears; but the younger children are sensitive to a degree, and the tales introducing murder, and sudden death, even if it be only of a rabbit or a robin, and still more the morbid sentimentality of death-bed scenes, affect them painfully. Hence many stories of world-wide reputation about children, such as parts of *Uncle Tom's Cabin*, *Dombey and Son*, and *The Old Curiosity*

Shop are quite unsuitable for telling. A great number of suitable stories may be found in classical and northern mythology, and many tales drawn from oriental literature can be turned to capital account in the children's room. The librarian, however, should consider each in relation to definite groups of children. Although stories have been told successfully to children of such variant ages as three and twelve years, it is better to group children by age, as under five, under nine, under twelve, and under sixteen. The mental difference between a child of ten and a child of thirteen is a gulf not always recognised, and the story succeeding with one group may be a failure with another. It is true, at the same time, that the finer fairy stories seem attractive to children of any age, in fact, not a few adults enjoy hearing them immensely.

The story-teller should study the construction of the story with great care. The suitable story moves in a curve to a dramatic climax and descends to a satisfying conclusion, in which all the ends of poetic justice are served. These points should be made with assurance and without hesitation, and this will be best accomplished if the story-teller visualises the story so that the characters, scenes, and incidents are living images in the brain. It is not always necessary to memorise the actual language of the story; such a procedure may turn the story-hour into a merely mechanical exercise without life; but it may in some cases be well to approximate to learning the story. In any

circumstances a story should always be thoroughly studied, and during its telling the thread of the narrative should never be broken by moralising, question, or extraneous matter of any kind. The story will provide its own moral. The practical methods mentioned in connexion with lecturing, of beginning in a low tone, moving rapidly in rapid scenes, slowly in intense ones, and pausing suddenly if any child is restless or inclines to interrupt, are matters which apply with particular force to story-telling. We have found that discipline is rarely necessary during the telling of a good story.

CHAPTER XII

READINGS AND READING-CIRCLES

THE library reading is the ancillary of the lecture, and although perhaps not so popular, has the advantage of bringing the listener into actual contact with authors rather than ideas of them. It consists of a series of extracts from an author or upon a subject, chosen to represent the author or subject at the best, and to create a taste for further and individual reading. An author such as Longfellow is eminently suitable for a reading. Extracts from the works that have more direct appeal to children are read with a few introductory remarks on the life and place in literature of the poet, and here and there a few connecting words. Similarly in the treatment of a subject. If it be aeronautics, extracts from Herodotus explaining the flying pigeon made by Archytas may be followed by others from Glaisher, Bacon, Coxwell, and Santos-Dumont, narrating their principal exploits and the evolution of the balloon and airship. Scores of subjects will present themselves to the librarian as capable of this treatment. We have found readings from Dickens, Tennyson, Longfellow, and Wordsworth, and upon mountain-

eering, aeronautics, the evolution of railways, and of the steamship, and the works of outdoor writers such as Gilbert White, Hudson, and Jefferies eminently suitable for children. If, half-way through the reading, an interval can be devoted to lantern slides or the examination of pictures illustrating the reading, this will be an additional interest.

The Reading-Circle is a more continuous attempt to interest the child in a given book, and to study it with some view to exhaustiveness. Such circles have been formed at libraries by the co-operation of teachers who advise the librarian as to what children will benefit by joining them. About twenty-five children is the maximum number that can with advantage form a circle. The leader should be an adult possessing taste, tact, and the power of winning the confidence of children and of placing them completely at their ease. A book should be chosen, the first year by the leader, afterwards by consultation with the children, and portions should be read and discussed at each meeting. The National Home Reading Union provides excellent courses of reading in its Children's Section, and publishes a monthly magazine of reading-circle methodology on the courses, with hints and questions, and marking special passages. The circle should meet at least once weekly, and the book chosen should be sufficiently easy and general to attract the tastes of the children, and yet be difficult enough to make it really worth discussion. Generally such circles deal with a suitable standard novel, as *David*

Copperfield, Westward Ho! or some similar work which may have an interest for children. Other works dealing with nature study, animal life, or anything which has not too distinctly a flavour of the lesson-book may be used. It is well to have a preliminary talk at each meeting on the author and his aims in the portion chosen for immediate consideration; a brief, silent individual reading might follow, then questions might be invited, special passages read aloud, and difficulties discussed. It is important that the children should ask and answer questions one with another, the leader suggesting and directing them whenever necessary. The atmosphere of the lesson and of the schoolroom should be entirely absent.

The leader may be a member of the library staff, and sometimes is, but for auxiliary work of this description it is well to enlist the interest and co-operation of outside helpers. The difficulty of securing such help is very real, but once it is obtained, the results are excellent. It must be admitted that not many such circles have been initiated in libraries in Great Britain, although a number exist in schools in connexion with the National Home Reading Union. Where they have been started it has been extremely difficult to find suitable leaders for boys' circles. Successful circles for girls have been carried on for some years past by voluntary leaders at the Hampstead Public Libraries, and at Bromley, Kent, Public Library, by Mrs. W. J. Harris, the accomplished wife of the borough librarian.

CHAPTER XIII

PICTURE COLLECTIONS

THE love of pictures of any kind is an assured trait in children, and children's libraries can be reinforced by collections of pictures. We do not refer to the framed pictures and frescoes which should adorn the walls of every children's library, but to smaller classified illustrations representing distinct subjects. A large and satisfactory collection may soon be accumulated from the magazines and periodicals that are not kept for binding, and from discarded books. The pictures so obtained are mounted on nature mounting-paper, and are classified and stored in boxes. It will soon become apparent what kind of illustrations are desirable. Here, as in regard to books and bindings and every other matter in connexion with work for children, endeavour should be made to secure those that have some distinctive qualities. Mere pictures of scenery which do not represent any place in particular, illustrations of unimportant stories, groups of undistinguishable flowers, and similar pictures, clearly have no business in the collection. But pictures which visualise

the sciences, arts, history, local history, distinguished persons, geography, great literature, and similar well-defined matters are to be had in plenty. A distinct standard of merit should be maintained, involving the rejection of cheap process work, ill-drawn and garish prints ; and the retention of the artistic, the tasteful, and, above all, the true. Humorous pictures are desirable, providing the humour reaches a reasonable level of refinement. Valuable series are often to be had, such as the development of wheat from the grain to the full corn in the ear. When it is possible, the admirable photographs of specimens and art and industrial subjects, published by the British and South Kensington Museums, should be obtained ; but as these vary in price from sixpence to one shilling each, the cost is rather prohibitive.

A classification by subject is necessary, and the best results can only be got by a very minute classification. Illustrations depict very specific things, as a daffodil, a particular mountain peak, or some architectural detail. These can be arranged by the Decimal, Expansive, or Subject classifications, but we prefer the great expansion of the decimal system devised by the International Institute of Bibliography at Brussels, which is the most minute general classification for documents and prints at present existing. It is presumed that the prints would be in general handled by the librarian and not by the children, as the classification is far too complex to be grasped by the average child. The classification symbol

should be written on the top right-hand corner of each mount, preferably on a label on which, in catalogue form, are also set out the subject and source of the picture.

The pictures can usually be accommodated on mounts of one of two sizes—16 by 13 inches, and 13 by 11 inches; and the mounts in each size should not vary in their measurements, otherwise they will be difficult to handle. The prints should be pasted down carefully, all superfluous paste being brushed away, and dried in a light press. If the press is not forthcoming, they should be flattened by superimposing a clean sheet of blotting-paper and pressing with a rubber roller, or a squegee, or a duster improvised as the latter. If this is not done the prints will probably cockle, and the friction to which they will be subjected in use will speedily disfigure them.

The pictures may be stored in vertical files in cabinets, in the way correspondence is filed, and this method has much to recommend it, so long as the drawers do not get too full, as the prints are very heavy in bulk, and are easily damaged in being turned over by their edges in consultation. More commonly they are filed in flat boxes, with a hinged lid and side, and bearing a xylonite label holder on one end into which a label indicating the contents can be slipped. Specifications of suitable boxes are given in Appendix 2.

The uses to which the collection may be put are several. Teachers find them of great service in their lessons and appreciate access to them. It is

therefore well to lend them, in strong portfolios, and upon the same terms as books are lent, to teachers for class-work. To this end circulars of information as to the additions and the rules under which the pictures may be borrowed should be sent to the schools from time to time. They are also useful, as we have shown, for illustrating lectures and story-hours, and the demonstrations given by teachers at the library.

A special and favourite use of the collection is in the making of picture bulletins. These have the same purpose as the lecture and the story-hour, of drawing attention to seasonable books. Every children's library should have some baize-covered screens, and a number of pictures should always be displayed upon them; but on festivals, anniversaries, and other notable days, pictures illustrating the event or person commemorated should be posted upon them. Some artistically minded librarians have worked these pictures into elaborate bulletins with attractive ornamental borders, decorating them with flags, flowers, and other things that attract. Such refinements, of course, require a great deal of time and no little skill, and are common in America rather than in England, but wherever they have been tried, the results have been declared to justify them.

In lending prints rules should be enforced to prevent damage. Careless people will often stick pins through the mounts, subject the pictures to unnecessary friction, and in other ways shorten the life of the pictures.

A form of picture collection in growing favour is one of lantern slides, which, like the prints, are classified and lent to teachers and others on a satisfactory guarantee, and are also used for the lectures and demonstrations at the library. The difficulty of procuring series of slides on literary and similar subjects is well known to all who have had occasion to need them, and the collection at the library has an honourable place in the list of its most appreciated things. Some libraries possess their own photographic dark rooms, where slides are made by the staff or by interested friends.

CHAPTER XIV

LIBRARY LESSONS

A DIRECT means of communication between the school and the library has been arrived at in the library lesson. Like many of the activities we have to describe in this book, this has had some vogue in Great Britain, and a large vogue in the United States, and in the latter country elaborate lessons have been drawn up for the use of librarians in instructing children in the intelligent use of libraries. The lessons, in general, have had two forms. The first, which has been carried out with complete success in the Cardiff libraries, is to place a room in the libraries at the disposal of the teacher, in order that the latter may give a lesson in direct reference to the book sources of his information. In this way lessons on bridge-building, mining, and on scientific subjects have been given. The library lesson proper, however, is a second form, in which the library itself is the object taught. It is realised that, however elaborately a library may be organised, classified, and catalogued, the average reader rarely acquaints himself fully with its working, or attempts clearly

to understand the classification or the principles of the catalogue. To remedy this, it is thought well to impart method to children who are about to leave school, and who naturally may be expected to become users of the library. School inspectors have generally shown themselves quite in sympathy with the work, and have permitted classes to be brought to the library for this instruction during the ordinary school hours.

The following hints are suggested as a base for such a lesson, which would need, of course, to be adapted to the circumstances of the library. The number of children received should not exceed twenty-five. The lesson should be divided into parts. First, an explanation of the purpose and utility of the libraries in communal life, and the departments which go to make up a properly equipped library; secondly, a demonstration in the use of the catalogue; and, finally, a description of the classification, to be taught in a tour round the shelves, and an individual exercise in the finding of the books. The materials required are: a plan of the library, a brief subject index, and a series of cards giving the subjects, authors, and titles of about three books.

Proceed by arranging the children in a circle in the vestibule of the library. Explain that a library is a treasury of the world's thought, that it is a civic institution to which every member of the community contributes directly or indirectly. That it consists of four departments (generally): the newspaper-room, where the news of the world

is to be found and the newest opinions of men; the magazine-room, where the matters which have been made current by the newspapers are reviewed at greater length, and with greater care and calm, in the periodicals and magazines; the lending libraries, where the knowledge of men may be seen in its final form in books; and the reference library, which aims at making accessible, in the smallest and readiest form, all the knowledge that man has communicated to his fellows. Explain briefly the methods of each department, the difference between reading in the library and at home, the hours of opening, the period for which books are lent, and similar matters.

Enter the lending department. Explain how the borrower is locked out until his ticket is forthcoming, and is locked in while choosing his book. Give each child a line-plan of the department, on which the disposition of the bookcases, desks, catalogues, and other furniture is clearly indicated. Draw the children up in a half-circle around the card or other catalogues. Explain the principles of the catalogues, and the difference between author, subject, series, title, and other entries. Get one or two of them to find particular entries, such as, for example, Macaulay's *History of England*, under both subject and author. Do not dwell upon the catalogues longer than to make their general principles clear.

Turn attention to the plan, and show the general disposition of the classes. Then take the children round the library from class to class, explaining

simply the meaning and scope of each heading. The following definitions will serve as a working basis :—

000 *General Works.*—Works which treat of many subjects and not of one or two : newspapers, magazines, encyclopædias.

100 *Philosophy.*—Works about the mind of man, how he thinks and how he has thought in all ages ; man's ideas on conduct, temperance, and character.

200 *Religion.*—Works about God, the creeds and faiths of man, the soul, the Bible, and the sacred books of all peoples.

300 *Sociology.*—Works about man in relation to man : in families, schools, towns, and nations, government, parliaments, laws, etc.

400 *Philology.*—Works about speech, language, grammar, composition, etc.

500 *Science.*—Works about mathematics, the world we live in, and other worlds in the skies.

600 *Useful Arts.*—Works about trades and professions, and arts necessary to man : as farming, building, engineering.

700 *Fine Arts.*—Works about the arts which give enjoyment to man : as painting, sculpture, and music.

800 *Literature.*—Works in language as a means of enjoyment : as poetry, drama, essays, and prose tales and stories.

900 *Geography, Biography, and History.*—Works of travel and descriptions of

places, the lives of great men, the story of man's actions, and the rise and fall of nations.

Then show, by a definite example, the divisions of each class, by pointing out that 9 means history, 94 Europe, 942 England, 942·2 the South-Eastern counties, and 942·21 Surrey. Indicate then that the books within this, the most specific number, are arranged alphabetically by the names of authors. Then give each child a copy of the subject index. Explain its use, the meaning of synonyms and containing words; that is to say, if they want books on fishing, and do not find any reference to that topic, they should look under angling; if they want petroleum they should look under oils, and so on.

A card should then be given to each child to test the result of the lesson, and about a quarter of an hour allowed for finding the books.

Find the books on the following list. If any book is not in, bring the book of the same number nearest to the place where the missing book should be.

Subject.	*Author.*	*Title.*
Architecture	Atkinson	British Architecture.
Biography	Macfadyn	Alfred, King of the West Saxons.
Health	Miles	Muscle, Brain, and Diet.

Card for exercise in finding books.

Have the books when found brought to a special table, and explain all errors to the children.

The lesson concludes with a few words on the methods of becoming members of the library.

This lesson is confined to the lending department, and is one given in an open-shelf library, although, no doubt, it could be adapted to any form of library. It occupies rather more than an hour, and is quite as much as should be presented to children at a time. The skilful librarian will readily discover ways of adapting such lessons to the needs of his library. Other lessons could be drawn up to supplement this on the use of the catalogues and guides to reading, encyclopædias, and other works of reference.

CHAPTER XV

BOOK-SELECTION FOR CHILDREN'S LIBRARIES

THE selection of books for children is not only one of the most important, it is one of the most difficult tasks of the librarian. The catholic mind is required, sureness of taste, and the greatest care in observing the principles of beauty and character which we dilated upon in our first chapter. It requires restraint, too, for few possess themselves so thoroughly that they do not feel a leaning towards some particular kind of book. Personal fads and the cultivation of special hobbies in books are no part of a book-selector's equipment; the usefulness of the average children's library is conditioned by the generalness of its character, its appeal to every type of mind.

A few general principles should be borne in mind. The first is that it is difficult, even impossible, to build up or to add systematically to a library unless it is classified. Book-selection without a scheme showing the strength of the library in the various subjects is almost sure to be

haphazard. A brief schedule of the emphasis in purchase on the various classes of books may not be without its uses. But these factors must not be construed too absolutely; it is only possible to be approximate; and, even with this reservation, the factors can only be said to apply to the initial stock of the library, for books are not published in any proportion to their classification, and, as we have already seen, the literature of knowledge for children is as yet largely undeveloped on this side of the Atlantic. In distributing the available income the following percentage might be devoted to each class of work :—

	Per cent.
Philosophy	2
Religion	3
Sociology	5
Philology	2
Science	7
Useful Arts	7
Fine Arts	4
Literature	4
Poetry	3
History	7
Travel	9
Biography	9
Fiction	30
General Works	8
	100

It will be remarked that fiction preponderates, for the reason advanced above, but also because

the children's library has other than a merely instructive purpose. It is destined to cultivate the imaginative faculties of the child, the sense of dramatic joy, and the sense of honour and justice, which are far more valuable characteristics than mere instruction. Moreover, even the elements of history, science, and other branches of knowledge are now conveyed through the story. Our high percentage of fiction really needs no justification. The outcry against fiction in public and other libraries is one of the nonsensical hypocrisies of this age, a hypocrisy which the newspapers periodically revive for reasons difficult to understand or define. The other factors are based upon the available literature rather than upon any ideal scheme. In all classes, other than fiction and pure literature, care should be taken to secure the latest editions. The reason is so apparent in such branches of knowledge as biology, physics, electricity, and even mathematics, that it is unnecessary to do more than state the principle. Text-books and school editions should be provided with discrimination, as it is doubtful whether children can benefit from them except by possessing them; and experience proves that they do not make any eager demand for them. Translations and cribs should not be provided at all unless they are as translations works of literature—the reason will be apparent to all teachers; and though most of us remember with a regretful fondness the surreptitious use we made of the prose and prosaic versions in Bohn for swiftly resolving difficulties

in our home-work, we must not encourage the like moral obliqueness in our young charges by placing the temptation immediately before their noses. While we demand the latest edition of recognised books, too much haste should not be made to acquire the newest treatise; it should be considered whether the new book adds anything to the knowledge contained in the books already on the shelves. The law of demand and supply holds in libraries; but, at the same time, there should be sufficient books on any subject to meet the demand and a little over. This is particularly true of fiction of classic rank. A library is not complete until it possesses enough copies of certain standard works — say Scott's *Ivanhoe*, Carroll's *Alice*, or *Robinson Crusoe*—to meet every immediate demand, and still to have a copy on the shelves. Clearly only experience and the circumstances of the individual library can determine what the number of copies shall be.

The prices of books are as various as their subject-matter. Comparatively speaking, children's books are dear. A safe average price is 3s. 6d. a volume for lending library books, and 4s. for reference library books. Of course individual books will be much more or less; a good edition of Andersen's *Fairy Tales* costs 7s. 6d., but a good edition of Palgrave's *Golden Treasury* can be had for 1s., and thus the average works out with fair approximation.

Every wise workman builds on the foundations of his predecessors, and this is particularly true of

the librarian, who, if wise, will acquaint himself with the catalogues of the principal children's libraries, in order to ascertain what other librarians have found to be the best books for children. The collective opinion of the best catalogues is a reasonably safe guide to selection, and we have added a list of such guides to this chapter, together with bibliographies of recognised merit. If these are examined and compared before the library is started the field will be covered more or less satisfactorily, and librarians of already existing libraries might use them with advantage in discovering omissions in their stock. New publications are usually noted first in reviews. *The Athenæum, Spectator, Times Literary Supplement,* the various scholastic journals, and the journals devoted to young people, all notice the principal new books for children, and several of them issue periodical supplements of children's gift books, especially at the Christmas season.

When any doubt exists books should be examined at a bookseller's. This is difficult in remoter places, it is true, but when the bookseller fails—and the meagre stock of new books held by the provincial bookseller is notorious—it is usually possible to obtain books through a subscription library, and many public and similar librarians have membership tickets with such libraries solely for the purpose of examining new and untried authors. Failing this the publisher's name goes for something. A librarian has a

right to expect that books bearing the imprint of the reputed houses will be of a certain literary and moral tone, and the publishers who specialise in children's books have fortunately high standards. It is wise to be careful about books from publishers who have a doubtful or small reputation; examination should always precede purchase. The best known publishers of children's books issue catalogues of their publications, frequently with descriptive annotations, and a postcard will secure the library a place on their mailing list. The catalogues of the following are amongst those that should be obtained regularly: *English.*—Messrs. Allen, Black, Blackie, Cassell, Chambers, Dent, Frowde & Hodder & Stoughton, Griffith Farran, Harrap, Hutchinson, Jack, Macmillan, Murray, Nelson, Longmans, Partridge, Routledge, The R.T.S., Sampson Low, Seeley, Shaw, and Unwin. *American.*—Messrs. Ginn, Harper, and Putnam. The interchange of the products of American and English publishers is by no means perfect, but the more important American books can be obtained through Messrs. Putnam & Co., or the American School Agency.

Nowadays many children read French and German books, and the taste is to be encouraged. One or two French publishers issue libraries *pour les enfants*, and their catalogues should be studied. It is a wise rule to examine every foreign book before adding it to the shelves, not only for reasons obvious to every reader of European romance, but because the physical form of many foreign books,

especially French books, is little short of atrocious, and impossible for children's use.

The source of every suggested book should be recorded. Suggestions should be entered on cartridge, or similar catalogue slips, with the name and number of the review, the name of the person who examined and recommended it, the publisher, price, date, etc., together with any remarks characterising the book. These slips are filed in a private cabinet, and are useful memoranda should any book be called into question, require annotating, or, as is often the case, some other reason arise when a knowledge of the history of its purchase would be of advantage.

Guides to the Selection of Children's Books

CURRENT BOOKS

The Publishers' Circular.
Complete list of all the new English works published, with particulars of publisher, price, size, binding, etc.

The English Catalogue. Annual.
A yearly cumulative edition of *The Publishers' Circular*, giving particulars as in the weekly.

The Publishers' Weekly.
Complete list of all the new American works published, with annotations, and particulars of publisher, price, size, etc.

The American Catalogue. Annual. New York.
A yearly cumulative edition of *The Publishers' Weekly*, giving particulars as in the weekly.

SELECT LISTS

English and American Catalogues and Bibliographies

FIELD, WALTER T. Finger-Posts to Children's Reading. 1907. Chicago.

Has classified lists of books (principally American), suitable for school libraries, and graded according to the ages of the children.

HARDY, GEORGE E. Five Hundred Books for the Young. 1892. New York.

American books principally, graded according to ages of readers, and annotated.

HEWINS, CAROLINE M. Books for Boys and Girls. 1904. Boston.

An annotated list for small and private libraries; classified.

LEYPOLDT, A. H., AND ILES, GEORGE (Editors). List of Books for Girls and Women and Their Clubs. American Library Association.

A classified and annotated list of about 2000 volumes by various compilers, with author and subject indexes. Includes periodicals. Publishers and prices are given.

LIBRARY ASSOCIATION. HOPWOOD, H. V. (Editor). Class List of Best Books and Annual of Bibliography.

Yearly lists of select books, classified and briefly annotated, with special section on Juvenile Literature. The earlier volumes are classified by Dewey; that for 1907–08 is by the Brussels expansion of Dewey.

LONDON COUNTY COUNCIL. Requisition List of Books for School Lending Libraries.

Compiled by members of the Council of the Library Association co-operating with educational experts. An excellent selection of books, set out in brief form with publishers and prices.

LONDON. FINSBURY PUBLIC LIBRARY. Descriptive Handbook to Juvenile Literature. 1906.

Classified on Brown's Adjustable system, and

annotated. Under each subject the fiction illustrating it is arranged. Has author list of fiction and a subject index. Gives publishers and prices. A very valuable guide.

LONDON. STEPNEY PUBLIC LIBRARIES. Catalogue of the Books in the Children's Department. 45 pp. 1906. Price 1d.

Although so small, one of the best juvenile catalogues published in England. An alphabetical subject list and an author list. The fiction is arranged, as in the Finsbury catalogue, but on different lines, to illustrate the subjects of which it treats.

MACNAMARA, THOMAS J. A List of Books which ought to be the Nucleus of the Juvenile Branch of Every Public Library. *In* "The Library Assistant," volume v., pp. 15–20. 1905–6.

One hundred titles compiled "under my superintendence by my own children."

NELSON & Co., Publishers. Standard Books. Volume iii. (In the press.)

Section on juvenile literature is a classified and elaborately annotated list, arranged according to a variation of the classification on page 56. The section is edited by L. Stanley Jast and W. C. Berwick Sayers.

PITTSBURG. CARNEGIE LIBRARY. Catalogue of Books in the Children's Department. 1909. 604 pp. Price, $1 post free.

A catalogue of 2500 select books published before 1908, with notes; consisting of author list, subject index, and title list. The best books in the author list are indicated by an asterisk. Publishers and prices are given. Some of the books, as George Eliot's *Mill on the Floss*—indicated here by an asterisk—are unsuitable for children.

POTTER, MARION E., AND OTHERS. Children's Catalogue: a Guide to the best reading for young people, based on twenty-four selected library lists. 1910. Minneapolis, Minnesota: H. W. Wilson Co., $6 net.

Part I. consists of author, title, and subject list of 3000 books, with annotations not altogether satisfactory; Part II., author and subject index to St. Nicholas, volumes xxviii.–xxxvi., and analytical subject references to over 500 books catalogued in Part I. The cumulated judgment of ten well-known American libraries. A popular and catholic selection of books, a little weak in biography and history, but strong in poetry, fairy stories, folk-lore, legends, mythology, and nature books.

SARGENT, JOHN F. Reading for the Young: a Classified and Annotated Catalogue. 1890.

Books "read and approved by the compilers." Classified, graded, and annotated. American books principally, but a satisfactory and safe list.

STEWART, JAMES DOUGLAS, AND CLARKE, OLIVE E. Book-Selection. 16 pp. Libraco, 6d. net.

An admirable pamphlet, describing the scope and contents of the principal aids and guides, for all classes of libraries.

BOOKS FOR VERY YOUNG READERS

BROWN, JAMES DUFF. Books for very Young Children. *In* "The Library World," volume ix., pp. 282–89. 1906–7.

An admirable list in one of the most difficult fields of selection; *i.e.* for children less than nine years of age.

FRENCH BOOKS

DEVONSHIRE, H. C. French Books for Our Daughters. *In* "The National Review," volume xlviii., pp. 1022–33. February, 1907.

A most useful list of all that is necessary for the average children's library. The books are arranged in three groups—(1) For children under twelve; (2) over twelve; (3) and novels which grown-up people as well as young people can enjoy. Does not give publishers or prices.

CHAPTER XVI

SOME OF THE BEST BOOKS

THE list that follows has two objects. Primarily, it is a selection of books suitable for the library of the average child; secondarily, it is an example of cataloguing according to the code laid down in this book. It will be found that the list is not more than it claims to be, namely, a selection of 250 of the best books, and not necessarily the 250 best books for children in the world. A standard by no means low has been required of each book included, and we think that any book named here may safely be placed in the hands of any normal child. One or two books which, by common consent, are adult books, have been included where experience has shown they have been enjoyed by children. A few of the older children's books, which are no longer eagerly read by them, have also been included for the sake of tradition, and because their intrinsic merits are such that children probably lose more than they know by neglecting them; into this category fall such works as Thackeray's *Rose and the Ring* and Irving's *Rip van Winkle.* They are worth including

for the sake of the child here and there who will learn to appreciate them.

When the classification scheme in Chapter IV. is compared with the list, several subjects named in the schedules will be found wanting in the list. We have already remarked the reason ; there are really very few books of high merit for children other than fiction, and we have perforce to be content with popular adult books in many subjects. There is nothing of first-class character for children upon government or elementary political and social ideas and ideals, except the not always inviting matter to be found in school readers ; books upon the language exist, but none that can be called attractive ; there is no single monograph upon fossils ; reptiles have been ignored ; engineering, farming, domestic economy, the whole range of the trades, elementary and interesting books on various of the fine arts, architecture, sculpture, and in a lesser degree drawing, are all waiting for adequate treatment for children. The dearth of good books on the trades is rather remarkable, as we believe that there is a great demand for such, and that such books would do great service for the young. For these reasons we have been compelled to admit here and there an American work not published in England. All the books listed, however, are obtainable through London agents. Other omissions will occur to the reader. There is not a newspaper suitable for children—that is to say, a paper the first object of which is to give news, and not to supply anec-

dotes and stories ; nor is there a children's encyclopædia. We are aware, of course, that there is a meritorious publication which purports to be such, but it is a miscellany for children, and not an encyclopædia at all. It should surely be possible to produce a real encyclopædia for children on the same general lines as the encyclopædia for adults. We hope these remarks will commend themselves to publishers who are looking for new directions for their energies.

The following list, then, is a model catalogue, but it is on the principle of the classified catalogue, strictly according to the classification. Owing to want of space we have not included references or indexes. Each entry is followed by its book-mark, and this is the symbol to be written on the tag on the back of the book itself, and is its arranging number.

The letters in curves after the imprint are the grade marks, and would not be used necessarily by the librarian, but are really offered as a rough indication of the ages to which the book is most suited. They are to be interpreted as follows :—

a. Picture alphabets, and works for children not able to read.

b. Similar books, with a certain amount of simple text, for children under nine years.

c. Books for children from nine to twelve.

d. For children over twelve.

Books marked with two letters are regarded as falling between the grades. It will be seen that

the greater number of books here fall between *c*, *cd*, and *d*; this is inevitable in a list which endeavours to give in the limits proposed as many of the books most beloved of children as possible; moreover, it can scarcely be said that picture alphabets, however admirable, fall into the category of "best books."

Entries preceded by *b* are of books addressed to boys, while those marked *g* are thought to be exclusively for girls; those without any mark are regarded as suitable for either. These letters have only been applied to general tales and stories, as fairy and animal tales appeal to both boys and girls, and in the other classes of literature it is usually obvious from the subject-matter whether they are suitable for either or both. Such marks ought not to be interpreted too practically, for, while boys have rarely any fancy for books about girls, it is a commonplace that girls read boys' books eagerly, and it would be unfair in the highest degree to rob any girl of the opportunity of reading Henty, Fenn, Brereton, or Strang, for example. Romances, too, are in their appeal of common gender.

Two further tentative selections have been made within the list. The 100 better books have been marked with an asterisk; and the 25 best books in the list, and those we recommend as being essential in any children's library, are marked with a double asterisk.

It cannot be hoped that the selection will meet with the approval of all librarians, but it has been

most carefully made, not only from our own close observation of children's reading for many years, but from a comparison of the principal catalogues of children's libraries published both here and in America. There may be omissions, they are inevitable, in fact; but there is not a book here which has not the approval and support of several competent librarians; nor have we included one which we have not read, or, at least, examined carefully.

A Selection of the 250 Best Children's Books

1. *Philosophy*

19. CONDUCT

Creighton, Mandeville, Bishop. Counsel for the Young. 1905. (*cd.*) Longmans, 2s. 6d. . . . . 19 Cre

2. *Religion*

20. GENERAL

**Bunyan, John. Pilgrim's Progress. *Illustrations.* 1894. (*cd.*) Nelson, 3s. 6d. Routledge, 7s. 6d., 5s., 3s. 6d., 2s. 6d. . 20 Bun

Clodd, Edward. Childhood of Religion: a Simple Account of the Birth and Growth of Myths and Legends. 1889. (*d.*) Kegan Paul, 5s. . . . . 20 Clo

22. THE BIBLE AND BIBLE STORIES

Dearmer, Mabel. A Child's Life of Christ. 8 *coloured illustrations.* 1906. (*cd.*) Methuen, 6s. . . . . 22 Dea

*MEADE, L. T. (*now* Mrs. Toulmin Smith). Stories from the Old, Old Bible. 48 *illustrations*. 1903. (*cd.*) Newnes, 7s. 6d. net 22 SMI

YONGE, CHARLOTTE MARY. Aunt Charlotte's Stories of Bible History. 1895. (*c.*) Marcus Ward, 4s. 6d., 3s. 6d., 1s. . . . 22 YON

29. MYTHOLOGY

Stories involving the gods and having a religious significance. Folk-Lore is 395, and Fairy Tales are 833.

**HAWTHORNE, NATHANIEL. Tanglewood Tales. *Coloured illustrations*. 1909. (*cd.*) Unwin, 6s. Routledge, 2s., 1s. 6d. . 29 HAW

**KINGSLEY, CHARLES. Heroes: or, Greek Fairy Tales for my Children. *Illustrations*. 1902. (*c.*) Macmillan, 1s. 6d. Routledge, 6d. . . . . 29 KIN

*KUPFER, GRACE H. Legends of Greece and Rome. 14 *illustrations*. 1909. (*cd.*) Harrap, 1s. 6d. . . . . 29 KUP

SCHOFIELD, LILY. Story of Isis. *Coloured illustrations*. (*cd.*) Dent, 2s. . . 29 SCH

3. *Sociology*

35. THE ARMY

*CREASY, Sir EDWARD SHEPHERD. Fifteen Decisive Battles of the World: from Marathon to Waterloo. *Plans*. 1899. (*d.*) Macmillan, 2s. 6d. Routledge, 2s. net, 1s. 6d. net, 1s. net . . . 35 CRE

MAXWELL, Sir HERBERT. British Soldiers in the Field. *Illustrations—some coloured.* 1 *facsimile. Plans—some coloured.* 1902. (*cd.*) (Young England Library.) Allen, 6s. 35 MAX

36. THE NAVY

*MORRIS, MOWBRAY. Tales of the Spanish Main. 1901. (*cd.*) Macmillan, 6s. . . 36 MOR

SPEIGHT, E. E., AND MORTON, NANCE R. (Editors). Britain's Sea Story, 55 B.C.–1805 A.D. : the Story of British Heroism in Voyaging and Sea-fight from Alfred's Time to the Battle of Trafalgar ; with an Introduction tracing the Development of Sailing Ships. Ed. 2. *Illustrations—some coloured.* 1906. (*cd.*) Hodder, 5s. . . . . 36 SPE

39. ETIQUETTE

HUMPHRY, Mrs. (MADGE). Manners for Girls. 1901. (*d.*) Unwin, 1s. . . . 39 HUM

395. LEGENDS ; FOLK-LORE

Fairy Tales are 833.

*BROWN, ABBIE FARWELL. Book of Saints and Friendly Beasts. (*cd.*) Houghton, 6s. . . . . 395 BRO

*GUERBER, HELENE MARIE ADELINE (Editor). Legends of the Rhine. *Illustrations.* 1899. (*d.*) New York : Barnes, 7s. 6d. net . 395 GUE

*RAGOZIN, ZENAIDE ALEXEIEVNA. Siegfried, the Hero of the North, and Beowulf, the Hero of the Anglo-Saxons. *Illustrations.* 1900. (*cd.*) (Tales of the Heroic Ages.) Putnam, 3s. 6d. . . . . 395 RAG

5. *Science*

50. GENERAL

*BUCKLEY, ARABELLA B. (*now* Mrs. FISHER). Fairy Land of Science. *Illustrations.* 1890. (*cd.*) Macmillan, 6s. . . . 50 BUC

51. MATHEMATICS

ALDIS, MARY STEADMAN. The Great Giant Arithmos. (*cd.*) Macmillan, 2s. 6d. . 51 ALD

52. ASTRONOMY

*Ball, Sir Robert. The Earth's Beginning. *Illustrations.* 4 *coloured.* 1901. (*d.*) Cassell, 7s. 6d. . . . . 52 Bal

*Giberne, Agnes. Sun, Moon, and Stars: a Book for Beginners. *Coloured illustrations.* 1889. (*d.*) Seeley, 5s. . . . 52 Gib

Pratt, Mara Louise. Story Land of the Stars. (*c.*) American School Agency. 2s. net . 52 Pra

53. PHYSICS; ELECTRICITY

*Adams, Joseph Henry. Harper's Electricity Book for Boys. *Illustrations.* 1907. (*d.*) Harpers, 6s. . . . . 53 Ada

Houston, Edwin James, and Kennelly, A. E. Electricity made Easy. 1903. (*d.*) New York: Stokes, 6s. . . . 53 Hou

54. CHEMISTRY

Faraday, Michael. Chemical History of a Candle: a Course of Lectures to Children. *Illustrations.* 1886. (*d.*) Chatto, 4s. 6d. . 54 Far

*Meyer, Mrs. Lucy J. Real Fairy Folks: or, Fairy Land of Chemistry: Explorations in the World of Atoms. 1887. (*c.*) Boston: Lothrop, 6s. . . . . 54 Mey

55. EARTH; SEA; AIR

*Giberne, Agnes. The Mighty Deep and what We know of It. *Illustrations.* 1902. (*d.*) Pearson, 6s. . . . 55 Gib

—— The World's Foundations: Geology for Beginners. 16 *illustrations — some coloured.* 1892. (*d.*) Seeley, 5s. . 55 Gib

Houston, Edwin James. The Atmosphere. 69 *illustrations.* 1908. (*d.*) (Chambers's Wonder Books.) Chambers, 3s. 6d. . 55 Hou

HOUSTON, EDWIN JAMES. Wonder Book of Volcanoes and Earthquakes. *Illustrations*—1 *coloured*. *Maps*. 1908. (*d.*) Chambers, 3s. 6d. . . . . 55 HOU

*RUSKIN, JOHN. Ethics of the Dust: Ten Lectures to Little Housewives on the Elements of Crystallisation. 1906. (*cd.*) Allen, 1s. 6d., 1s. Routledge, 2s., 1s. net . 55 RUS

57. GENERAL NATURAL HISTORY (NATURE AND OUTDOOR BOOKS)

*GOULD, ALLEN WALTON. Mother Nature's Children. *Illustrations*. 1900. (*c.*) Ginn, 3s.. . . . . 57 GOU

SHEPHEARD-WALWYN, H. W. Nature's Nursery: or, Children of the Wilds. 240 *illustrations*. 1905. (*cd.*) Hutchinson, 5s. 57 SHE

58. TREES; FLOWERS

ELLIOT, G. F. SCOTT. Romance of Plant Life: Interesting Descriptions of the Strange and Curious in the Plant World. 34 *illustrations*. 1907. (*d.*) Seeley. 5s. . 58 ELL

*MORLEY, MARGARET WARNER. Flowers and Their Friends. 1897. (*c.*) Ginn, 3s. . 58 MOR

*—— Little Wanderers. (*c.*) Ginn, 1s. 6d. . 58 MOR

*STEP, EDWARD. Wayside and Woodland Blossoms: for the Country Rambler. 2 volumes. *Coloured illustrations*. 1905. (*d.*) Warne, 12s. . . . . 58 STE

*—— Wayside and Woodland Trees. *Illustrations*. 1904. (*d.*) Warne, 6s. . 58 STE

59. ANIMALS

*BRIGHTWEN, Mrs. ELIZA. Wild Nature Won by Kindness. *Illustrations*. 1904. (*cd.*) Fisher Unwin, 2s. . . . . 59 BRI

BUCKLEY, ARABELLA BURTON (*now* MRS. FISHER). Life and Her Children: Glimpses of Animal Life from the Amœba to the Insects. *Illustrations.* (*cd.*) Macmillan, 6s. 59 BUC

—— Winners in Life's Race: the Great Backboned Family. *Illustrations.* 1892. (*cd.*) Macmillan, 6s. . . . . 59 BUC

DU CHAILLU, PAUL. The World of the Great Forest: how Animals, Birds, Reptiles, Insects Talk, Think, Work, and Live. *Illustrations.* 1901. (*cd.*) Murray, 7s. 6d. net 59 DUC

LONG, WILLIAM JOSEPH. School of the Woods: some Studies of Animal Instincts and Animal Training. *Illustrations.* 1905. (*d.*) Ginn, 7s. 6d. . . . . 59 LON

*MACCOOK, HENRY CHRISTOPHER. Tenants of the Old Farm: Leaves from the Notebook of a Naturalist. *Illustrations.* 1891. (*d.*) Hodder, 6s. . . . . 59 MAC

**WHITE, GILBERT. Natural History of Selborne. Edited by Richard Kearton; with notes. 123 *illustrations.* 1903. (*d.*) Cassell, 6s. . . . . 59 WHI

595. INSECTS AND CRUSTACEA

BALLARD, JULIA P. Among the Moths and Butterflies. 1907. (*c.*) Putnams, 6s. . 595 BAL

BRUYSSEL, E. VAN. Population of an Old Pear Tree: Stories of Insect Life. Edited by Charlotte Mary Yonge. *Illustrations.* 1888. (*cd.*) Macmillan. 2s. 6d. . . 595 BRU

*MORLEY, MARGARET WARNER. The Bee People. *Illustrations.* (*c.*) Methuen, 3s. 6d. . . . . 595 MOR

*SOUTH, RICHARD. Butterflies of the British Isles. *Illustrations—some coloured.* 1906. (*cd.*) (Wayside and Woodland Series.) Warne, 6s. net. . . . . 595 SOU

598. BIRDS

FOWLER, WILLIAM WARDE. A Year with the Birds. *Illustrations.* 1891. (*d.*) Macmillan, 2s. 6d. . . . 598 Fow

KEARTON, RICHARD. Birds' Nests, Eggs, and Egg-Collecting. *Illustrations—some coloured.* 1890. (*cd.*) Cassell, 5s. . 598 Kea

*—— Our Bird Friends. 100 *illustrations.* 1900. (*cd.*) Cassell, 5s. . . . 598 Kea

*SELOUS, EDMUND. Beautiful Birds. *Illustrations.* 1901. (*d.*) Dent, 4s. 6d. net . 598 Sel

6. *Useful Arts*

60. GENERAL

BEARD, LINA, AND ADELIA, B. What a Girl Can Make and Do: a Book of Delightful and Useful Recreations for Spare Hours. *Illustrations.* 1903. (*cd.*) Newnes, 6s. net. . . . . 60 Bea

615. GYMNASTICS AND DRILL

SCHMIDT, F. A., AND MILES, EUSTACE, H. The Training of the Body: for Games, Athletics, Gymnastics, and Other Forms of Exercise, and for Health, Growth, and Development. *Illustrations.* 1901. (*d.*) Sonnenschein, 7s. 6d. . . . . 615 Sch

62. ENGINEERING

GIBSON, C. R. Romance of Modern Electricity: what is known about Electricity and many of its Applications. 45 *illustrations.* 1906. (*cd.*) Seeley, 5s. . . . . 62 Gib

ROUTLEDGE, ROBERT. Discoveries and Inventions of the Nineteenth Century. 456 *illustrations*. 1899. (*d.*) Routledge, 7s. 6d. . . . . 62 ROU

65. RAILWAYS; SHIPPING

**DANA, RICHARD H. Two Years Before the Mast. 1904. (*d.*) (Standard Library.) Blackie, 2s. . . . . 65 DAN

HOWDEN, J. R. The Boys' Book of Railways. 126 *illustrations*—1 *coloured*. 1909. (*cd.*) Richards, 6s. . . . . 65 HOW

—— The Boys' Book of Steamships. *Illustrations*—1 *coloured*. 1908. (*cd.*) Richards, 6s. . . . . 65 HOW

WILLIAMS, ARCHIBALD. Romance of Modern Locomotion: the Rise and Development of the Railroad Systems in all Parts of the World. 26 *illustrations*. 1904. (*d.*) Pearson, 5s. . . . . 65 WIL

66. FISHING AND FISHERIES

Not Angling for Sport, which is 79.

*BULLEN, FRANK THOMAS. Cruise of the "Cachelot": round the World after Sperm Whales. *Illustrations*. 1901. (*d.*) Smith Elder, 3s. 6d. . . . . 66 BUL

WRIGHT, SIDNEY. Romance of the World's Fisheries: the Methods of Fishing in all Parts of the World. 24 *illustrations*. 1907. (*cd.*) Seeley, 5s. . . . . 66 WRI

7. *Fine Arts*

JEKYLL, GERTRUDE. Children and Gardens. 106 *illustrations*. 1908. (*d.*) (Country Life Library.) Newnes . . . 71 JEK

75. PAINTING

*Lawford, Katharine F. Stories of the Early Italian Masters. 1904. (*cd.*) Sunday Sch. Assoc., 1s. 6d. net . . 75 Law

Tennant, Pamela. The Children and the Pictures. *Coloured illustrations.* 1907. (*cd.*) Heinemann . . . . 75 Ten

77. PHOTOGRAPHY

Jenks, Tudor. Photography for Young People. *Illustrations.* 1908. (*d.*) (Chambers's Wonder Books.) Chambers, 3s. 6d. . . . . 77 Jen

78. MUSIC

German, Edward. The Just So Song Book: Songs from Rudyard Kipling's "Just So Stories" set to music. 1903. (*d.*) Macmillan, 6s. . . . . 78 Ger

Moore, Henry Keatley. Nursery Song Book: traditional Nursery Songs. *Illustrations—some coloured.* 1906. (*bc.*) Routledge, 3s. 6d. . . . . 78 Moo

Stanford, Sir Charles Villiers. A Child's Garland of Songs. From "A Child's Garden of Verses," by R. L. Stevenson, set to music. 1892. (*c.*) Longmans, 5s. . 78 Sta

79. GAMES

Adams, Joseph Henry. Harper's Indoor Book for Boys. *Illustrations.* 1908. (*cd.*) Harper, 6s. . . . . 79 Ada

—— Harper's Outdoor Book for Boys. *Illustrations.* 1907. (*cd.*) Harper, 6s. . 79 Ada

Hewett, Reverend G. M. A. The Open Air Boy. *Illustrations—4 coloured.* 1901. (*cd.*) (Young England Library). Allen, 6s. . . . . 79 Hew

HAYWARD, C. S. The Summer Playground. *Illustrations*—4 *coloured*. 1902. (*cd.*) (Young England Library.) Allen, 6s. . 79 HAY

*ROUTLEDGE, E. (Ed.). Every Boy's Book: a Complete Encyclopædia of Sports and Amusements. 18th ed. 600 *illustrations*. 1896. (*cd.*) Routledge, 7s. 6d. . . 79 ROU

8. *Literature*

80. GENERAL

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Includes the British Empire as a whole, but not works on the individual colonies and dependencies, which go under their respective continents.

*BROOKE-HUNT, VIOLET. The Story of Westminster Abbey: an Account of that Ancient Foundation, its Builders, and Those who Sleep therein. 1904. (*cd.*) Nisbet, 2s. 6d. 942 BRO

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Continued in *Stories from English History from Richard II. 1377 to Charles I., 1625.* (Seeley, 3s. 6d.)

*FITCHETT, Reverend WILLIAM HENRY. Deeds that Won the Empire: Historic Battle Scenes. *Portraits. Plans.* 1898. (*d.*) Newnes, 6s. . . . . 942 FIT

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Written especially for boys, but volumes ii., iii., and iv. are for adults.

O'BRIEN, RICHARD BARRY (Editor). Ireland. 1 *map.* 1897. (*cd.*) (The Children's Study.) Unwin, 2s. 6d. . . . 942 OBR

OLIPHANT, Mrs. MARGARET O. WILSON. Child's History of Scotland. 1 *portrait.* 1895. (*cd.*) (The Children's Study.) Unwin, 2s. 6d. . . . . 942 OLI

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MACILWRAITH, L. J. N. Canada. 1 *illustration.* 1899. (*d.*) (The Children's Study.) Unwin, 2s. 6d. . . . . 97 MAC

98. CENTRAL AMERICA

COXHEAD, MARGARET DUNCAN. Mexico. 12 *coloured illustrations.* 1 *map.* 1909. (*d.*) (Romance of History Series.) Jack, 6s. net . . . . . 98 COX

99. AUSTRALASIA; ISOLATED ISLANDS

LANG, Dr. W. H. Australia. *Coloured illustrations.* 1 *map.* 1908. (*d.*) (Romance of Empire Series.) Jack, 7s. 6d., 6s. . . 99 LAN

HORSLEY, REGINALD. New Zealand. *Coloured illustrations.* 1 *map.* 1908. (*d.*) (Romance of Empire Series.) Jack, 7s. 6d., 6s. net . 99 HOR

CHAPTER XVII

THE CHILDREN'S LIBRARIAN

THOSE whom the gods love die young, however many or few their years, and the childlike mind, with its imaginative faculties, and sympathy, and spontaneity, is among the most precious possessions of which most of us are deprived by the hardening anxieties of adult life. But it is from the minority who have gained the wisdom of experience and who have still retained the more gracious qualities of childhood, that the ideal children's librarian, as the ideal teacher, is drawn. It needs small demonstration to convince that many of the activities we have described as essential or desirable in children's libraries can only be accomplished successfully by a person who has complete understanding of and sympathy with the child; consequently the children's librarian stands in need first of the rare natural qualities we have mentioned, but also of specialised training. In public libraries in Great Britain and in America the tendency is to employ women for this work. This seems to us perfectly right, as tact, sympathy, intuition, and the faculty of

giving pleasure, no mean matter in a children's room, can scarcely be said to be possessed by men in an equal degree. Certainly such qualities are rare in the boys of about sixteen or seventeen years who are sometimes, for reasons of economy, placed in charge of children's reading-rooms and libraries. It is obvious that an immature youth, with the contempt for his juniors which most healthy lads feel, cannot be expected to preserve order and to promote literary tastes in the youngsters who frequent libraries. It is conceivable that such an one may be an unconscious hindrance. In public and secondary schools the librarianship is only in a few cases a special position; more frequently it is held by a teacher; in preparatory and elementary schools always by a teacher. It would be well if such teachers could receive a definite training in elementary bibliography and gain a wider knowledge of literature than is commonly to be found among teachers; but in these days of the pressure of curricula it is scarcely to be hoped that many will be able to acquire such knowledge. Some little assistance the earlier chapters of this book may afford, and a consideration of some of the literature indicated on page 205, will be of distinct value.

First, then, we will presume that the average children's librarian will be a woman in possession of the qualities of sound culture, tact, and good temper. As the last quality is largely physical, good health is essential. Experience proves

that the work is entirely congenial to many women, insomuch that the immediate control of the children's room in the United States has been completely usurped by women; but it is often trying to nerves and health generally. Neurasthenic, or otherwise delicate women, who imagine they will find a suitable occupation in any branch of librarianship will be speedily and painfully disabused. Presuming a good general education, the best training preliminary to the technical training is undoubtedly of the type afforded by the Froebelian method, with a specialising in the direction of literature. We do not know of any method which more readily merges into the work of the children's library. It is essential that the librarian should be so far acquainted with psychology as to appreciate the mental processes of the child, and the human character of the Froebelian method, with its natural drawing out of every form of sympathy and perception, its power of understanding the imperfectly articulated conceptions of children, the training it provides in the telling of stories, the giving of object-lessons, and, above all, in its power of appealing to the child mind, makes it an unsurpassed preliminary course. The objection to it is the cost, which, although not exorbitant as compared with other forms of special training, is so when regarded merely as a preliminary to the still more specialised library training, especially when the somewhat meagre prospects the work offers are remembered. It is therefore a counsel of per-

fection, which we hope will become practicable when the importance and possibilities of children's libraries are recognised and adequately remunerated.

The technical training of the children's librarian is a special branch of library apprenticeship. So far it has hardly been developed in England at all, the only instruction, apart from that furnished by the individual libraries, being that of the lectures at the London School of Economics, Leeds University, the City Technical Schools at Liverpool and Manchester, the Ladies' College, Cheltenham, and a course promised at the Armstrong College, Newcastle, which deal with the more general practice of librarianship. The children's librarian would do well to take one of these courses, but they are not enough by themselves. The great centre of instruction is, unfortunately, not in England, but at the Carnegie Library, Pittsburg, in the United States. At that admirable institution the library staff form the teaching faculty, although outside specialists are also employed in the work of teaching. Admission to the course is by an examination, requiring of the candidate a high school or equivalent education. The training-course occupies two years, but only those who show marked aptitude for the work are permitted to proceed to the second year's course; and the work occupies the whole time of the student. Courses of lectures are given on ordering, cataloguing, and classifying books, on the work of each department of the library, the treatment of

pictures, story-telling, the organisation of home libraries ; special study is made of the literature for children, and there is an important course on child study. In the second year the same subjects are developed, with additional courses on bibliography, and on the relation of the library to social conditions. During the first year students use the seven children's rooms of the libraries as practice rooms, acting as voluntary junior assistants at the circulation desks, or amongst the children, learning their needs and how to supply them. During the second year they are given positions of responsibility, direct the work of first-year students, conduct story-hours, organise reading-clubs, prepare reading-lists, and even visit the homes of children who are members of the library groups and reading-circles. At the end of the first year an examination is held and a certificate issued to the successful candidates, and a diploma is issued to those who satisfy the examiners at the end of the second year. The cost of the two years' course, including a six weeks' special course at the Western Reserve University, Library School, is $140, in addition to a weekly outlay of $7 to $10 for board and lodging.

Such a course is beyond the reach of English librarians at present, as the children's department in our public libraries is only one of about four departments that have to be maintained by the product of a penny rate. In fact, in only about ten per cent. of our libraries do individual children's

departments exist, and the prospects a librarian has, when trained, of obtaining a position are meagre. The salaries, too, which it is possible to pay—about £65 to £100 yearly, and rarely so much as the latter sum—are grossly inadequate. In America, on the other hand, we learn that "so far the demand for trained children's librarians of ability has been greater than the supply." We believe that a future day will convince the British public that it is incompletely served if it has not well-housed, well-stocked, and well-staffed children's libraries. There are many signs that this work for children will find greater favour with time. Meanwhile the would-be children's librarian in England may find in the Pittsburg syllabus an ideal towards which she must work. She should take the courses at the London School of Economics or the other institutions we have named, or the Correspondence Classes of the Library Association, with a view to obtaining the certificates of the Association. It is becoming evident that only holders of these certificates may hope to obtain positions in public libraries. She would do well to seek membership of the Library Association, and more particularly of the Library Assistants' Association. Membership of the former can only be obtained by way of the certificates, although student-membership is open to all *bona fide* students of librarianship; and she would do well to familiarise herself as early as possible with the syllabus of the examinations. Membership of the Library Assistants' Association is open

to all professional assistants, and the Association has done much to further the educational, professional, and social interests of younger library workers.

With educational and technical knowledge the librarian must combine sound business habits—punctuality in routine duties, the strictest attention to detail, a constant touch with the publishing and book-selling market, with the doings of other librarians, a real appreciation of the financial side of her work. Obvious as these things seem, they are not necessarily implied and innate in an otherwise well-equipped person, and without them success is impossible. Tact is of first importance, as are kindly but rigid discipline and absolute impartiality in dealing with children. Favouritism of all kinds is resolutely to be avoided; the good child is welcomed in the library; but it it doubtful whether better work is not done with the unruly lad and girl who have not had the benefit of good home influences; and such work requires restraint and all the qualities we premised in the successful librarian.

Besides all this she should cultivate a keen enjoyment of life. Library hours are gradually being made reasonable, although they still leave much to be desired, and the librarian should find at least two hours of leisure each day to devote to outdoor pursuits and recreations, in which the atmosphere of the library is completely thrown off. Only thus, unless she is an unusual person, will she retain health and the buoyancy and elasticity

necessary for the full enjoyment of her work; and such well-spent social leisure will do much to prevent the sentimentalism which is apt to turn many children's libraries into nurseries.

The work itself is full of interest and charm. The daily association with the greatest books, the variety and manifold phases of human character exhibited by the children, the privilege of directing their minds in the most impressionable years, of amusing, instructing, benefiting them—these are compensations for much necessary drudgery and many disheartening features. In fine, the children's librarian has a work and a mission which must appeal to the best sympathies of all who care for children, and these comprehend the better part of mankind.

CHAPTER XVIII

A SELECT BIBLIOGRAPHY

THE following list includes perhaps all the best articles and books which have been written upon our subject in recent years. It is by no means exhaustive, but is probably sufficient for the obtaining of a very complete knowledge of the various methods in vogue here and in America. A full list of all the articles in the professional journals may be found in Cannons's *Bibliography*, a work which may fairly be described as monumental. As, however, it includes everything, irrespective of quality or length, the student will find a selection as here given of service. Most of the material is in the form of articles in periodicals, and, to save unnecessary repetition, the following abbreviations are used :—

L.	.	Library.
L.A.	.	Library Assistant.
L.A.R.	.	Library Association Record.
L.J.	.	Library Journal.
L.W.	.	Library World.
P.L.	.	Public Libraries.

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APPENDIX

I

FURNITURE IN THE CHILDREN'S ROOM OF THE ISLINGTON LIBRARY

THE Children's Room in the Islington Central Library consists of one large room divided into two parts by means of an oak screen standing 7 ft. high.

The lending library occupies the smaller division and is worked on the same principles as the adult library. The counter is of oak, and is furnished with deep shelves and a couple of drawers; the cost of this was about thirty shillings a foot run. The wickets controlling admittance and egress are those designed by Mr. A. W. Lambert. Book-cases of oak, 7 ft. high, fitted with Tonk's shelf fittings run round the three sides of the room.

The larger division of the room is used as a reading-room and reference library. Reading-slopes, standing 2 ft. 2 in. from the ground, and having a width of 2 ft. 2 in., run round three

sides of the room : one is supplied with ink-wells, and has been provided for the children who bring their home-work to the library ; another is supplied with children's magazines ; and another is for the use of readers consulting quick-reference books. In addition, there are tables (8 ft. long by 1 ft. 8 in. wide, and 2 ft. 2 in. high) in the centre of the room furnished with current magazines. A title-board is affixed to each table. There are also a certain number of tables devoted to the use of students. Tables cost fifteen shillings a foot run, or £6 each.

The book-case containing the quick-reference books is situated near the entrance to the reading-room, and forms one of the supports of the glass screen which runs from thence to the oak partition ; this screen enables the assistant-in-charge to exercise supervision over the children in the reading-room from the lending library counter. The chairs are of beech, with elm saddle seats and rubber pads ; they are 17 in. high, and the seats are 15 in. square. The cost of these is 6s. 6d. each.

O. E. C.

II

THE FILING OF ILLUSTRATIONS

A VERY satisfactory mount for pictures of all kinds is 288 Mill Art Colour Paper, 67 lb. to the ream, which can be obtained in various colours ; sage green and vandyke brown have been found suitable for most pictures. It is as well to have two uniform sizes, as pictures on varying sized mounts are inconvenient to handle. The best sizes are probably 12½ in. by 10½ in. for smaller pictures, and 17 in. by 13½ in. for larger ones. As a rule more of the smaller than the larger mounts will be needed. A stouter material, but made only in fawn colour and subject to slight variations, is Sultan Mecca.

The Art Colour Paper can be obtained from the makers, Messrs. Thomas & Green, Ltd., 196 Upper Thames Street, London, E.C., but only through a local stationer. Sultan Mecca mounts may be obtained of Messrs. W. Butcher & Sons, Camera House, Farringdon Avenue, London, E.C.

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Such boxes are made by Mr. W. A. Fincham, Spa Works, Northampton Row, London, E.C.

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